

THE AMERICAN School Board Journal

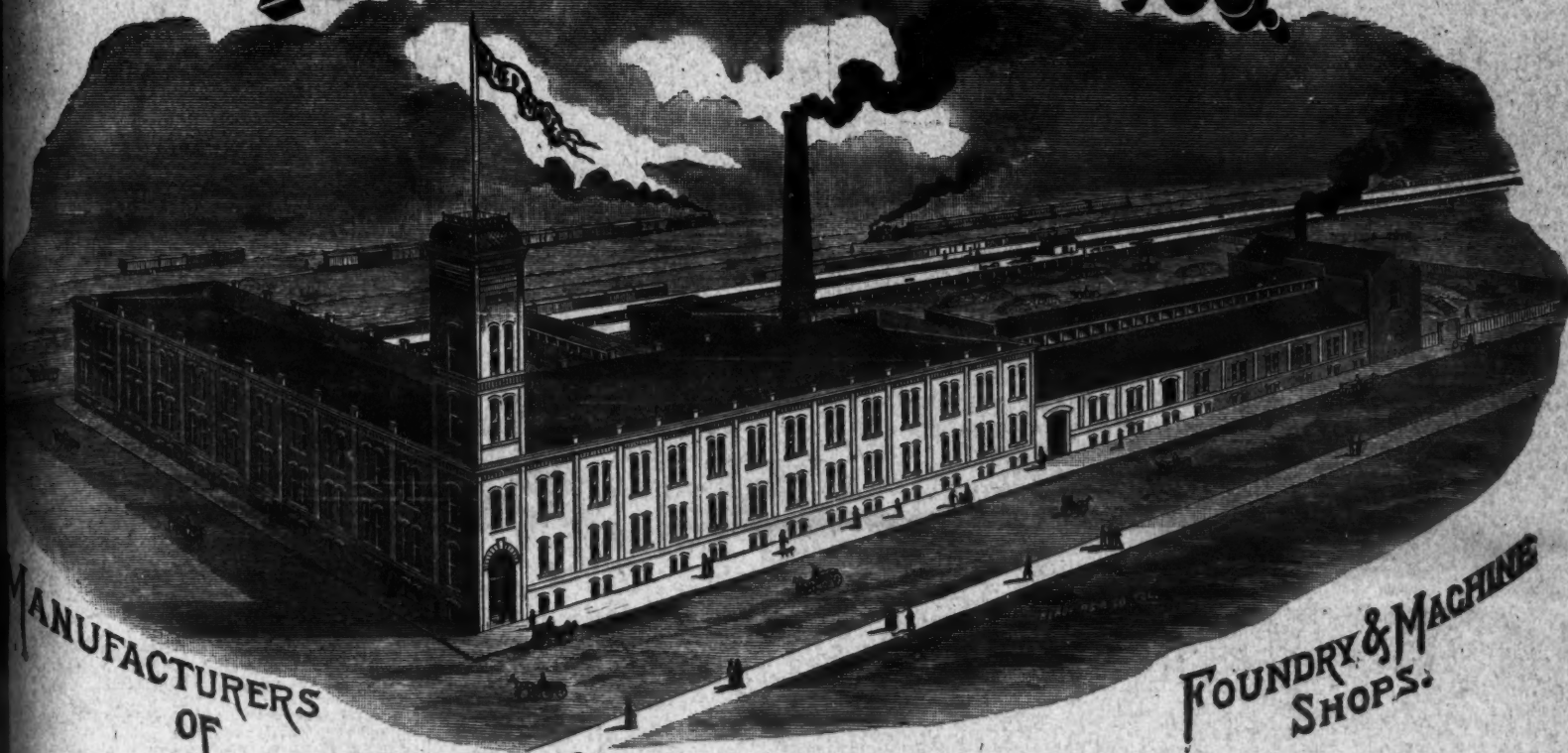


VOL. IV.

NEW YORK, FEBRUARY, 1892.

No. 2.

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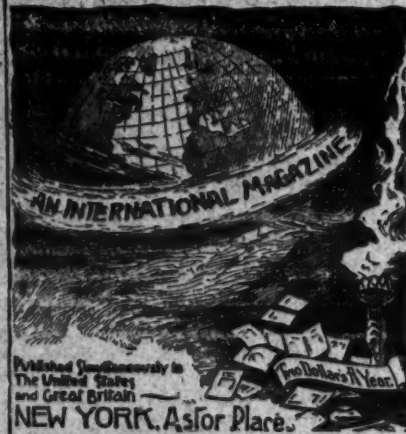
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THE AMERICAN School Board Journal

Devoted to School Boards, School Officials, Teachers, and Parents.

VOL. IV.

NEW YORK, FEBRUARY, 1892.

No. 2.

SCHOOL LAW DECISIONS.

School Districts—Organization.—Under Act Miss, 1886, §§ 42, 76, which provide that an incorporated town of 750 or more inhabitants may constitute a separate school district if the town authorities so elect, the levy of a tax to carry on the school beyond the constitutional period of four months in each year is not an act precedent to the organization of such district, but a duty which may be enforced when deemed necessary.—*State v. Hamilton, Miss.*

County Superintendent.—The county superintendent has no authority, under the public school act, to decide controversies so as to bind the parties. He can merely express an opinion and give advice, after such investigation as seems to him reasonable.—*State v. Albertson, N. J.*

Dismissal of Teacher.—Under Act May 1854, § 23, giving a board of school directors power to dismiss a teacher for incompetency, negligence, or immorality, the board exercises a quasi judicial power; and where it in good faith dismisses a teacher for incompetency she cannot recover her salary for the entire term on the ground that the dismissal was without cause.—*McCreath v. School Dist. of Pine Tp., Penn.*

Power of Directors.—Under Code Iowa, tit 12, ch. 9, which puts the entire control of the district schools into the hands of the board of township directors, a subdirector has no right to forbid the use in the schools of his subdistrict of apparatus purchased by the board on the grounds that the apparatus is worthless, and that its purchase was illegal.—*District Tp. v. Meyers, Iowa.*

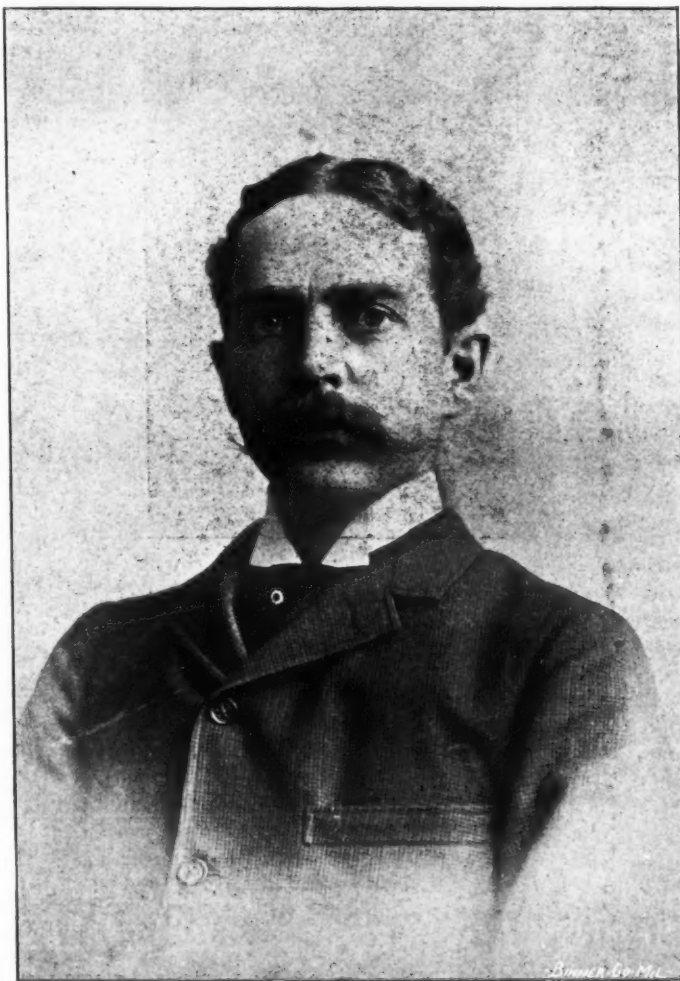
Teachers—Evidence.—Where, in an action by a teacher against a school district for his salary, the defense is that he was discharged by the board on account of cruelty to a pupil, the minutes of the board are the best evidence of the teacher's dismissal, and therefore oral evidence as to his acts of cruelty is inadmissible.—*Whitehead v. School District of North Huntingdon Tp., Penn.*

The New Britain School Board recently occupied considerable time to ascertain whether the town was responsible for the loss of a pupil's coat which was stolen from the hallway of the High school. It was concluded that it was not.

Teachers—Under Now. St. Mich. §5065, which empowers the district school board to hire and contract with such duly qualified teachers as may be required, the board need not wait for the annual meeting of the school-district before hiring a teacher for the ensuing year, though the terms of two of the members of the board are about to expire, and their successors are to be elected at such meeting.—*Cleveland v. Amy, Mich.*

School Districts—Issue of Bonds.—Under How. St. Mich. §§5104, 5105, which authorize the school-

district board to issue bonds only in specified instances and on a vote of the school-district, the question whether the proceedings to vote bonds are such as will authorize the board, to issue them is one of fact to be determined by the board, and hence a recital in a bond signed by two of the three members of the board, that the bond is issued pursuant to a vote of the qualified electors at a special school-meeting, held at a designated date



WM. S. GIFFORD,

Member of the Jamestown, N. Y. School Board.

and place in accordance with law, is sufficient evidence of the legality of the issue to protect a bona fide purchaser, though the records of the board do not show its authority to issue the bond.—*Gibbs v. School-dist No. 10, Mich.*

The St. Louis School Board inquired of its legal advisor whether the board could hold a contractor for poor workmanship and whether they could legally remove the architects of the new high school building. To the first question the attorney answers that the board can only recover if the plans and specifications of the building have been violated by the contractors. As to the second question, he holds that in no manner can the architects be disturbed.

The School Board of the town of Pelican, Wis. and the town board are having a suit. The school board wanted \$14,800 raised for school purposes. The town board cut this down in order to reduce the taxes, and now the school board has commenced proceedings for a mandamus to compel the town clerk to enter the full amount on the tax roll.

In the appeal of Kaltenbaugh et al. from the quarter sessions of Butler county, Pa. Judge Williams gave an opinion. It was alleged a new school-house was needed, and that it should be located in the village of Petersburg to accommodate the children. The school directors claimed there was sufficient accommodation for all applicants. The matter was carried into court. The opinion set forth that the board could not be responsible for the children who did not apply for admission to the schools. The opinion set aside the order of the lower court and dismissed the petition.

The City Attorney of St. Louis has decided that the School Board has no authority to inquire into election contests, but that the State Constitution abrogates that position of the School Board the charter constituting the board the judge of the qualifications of its own members. He bases his position on a section in the State Constitution which provides for the trial and determination of all public offices, "whether State, judicial, municipal or local, except Governor, shall be by the courts of law, or by one or more the judges thereof."

At the last election in Chicago a number of women sought to vote for a candidate for the office of county superintendent of schools under the act passed by the last legislature to that end. The board of election commissioners refused them the privilege. The Supreme court upheld the commissioners.

NO INDEMNITY UNDER CONTRACT.

The School Board of Bay City, Mich., has been requested to appoint a committee to investigate the contractors' claim for material and labor furnished in building the addition to the First ward school of that city. At the time that this claim dates the contractors had a contract for doing the work. They had partially completed the job, when they stopped work and on the recommendation of the architect the board took the job out of their hands and completed it. The contract contained a proviso empowering the board to take this action. At this time the contractors had been paid about 75 per cent of the contract price. They had material on the ground which was used by the board in completing the building. No indemnity bond had been taken at the time the contract was let, and at a subsequent suit brought by the contractors for material used and the balance of the contract money a compromise judgment was given against the board.

SCHOOL BOARD ON A NEW PLAN.

The city of Cleveland is contemplating a re-organization of the school board, and the following outline of a plan, submitted by *The Leader* of that city, is so pertinent at this time that we print it in full:

"A Board of Education shall consist of six members to be chosen as hereinafter provided, its duties to be confined entirely to legislation; its members to receive \$5 for each meeting, but not more than one meeting shall be held each week.

A commissioner of education shall be elected on a ticket at large at the first annual election after the passage of this act. He shall attend all meetings of the Board of Education and be authorized to speak on all subjects relating to his duties. He shall appoint the following officers, whose appointment shall be confirmed by the Board of Education:

One superintendent of schools, two male supervising principals, and two women principals.

A superintendent of buildings, construction, and repairs, who is an architect; an auditor of accounts; all janitors and other employees in the schools and buildings used for purposes of education, except such as are otherwise provided for in this act.

The commissioner of education, with the aid of the auditor and superintendent of buildings, shall prepare all ordinances and resolutions involving the expenditure of money and recommend the same to the Board of Education for passage. The general annual statement of a tax levy for the school year shall be submitted to the city tax commission before being presented to the Board of Education.

The superintendent of schools, the two supervising principals, and two women principals shall constitute a board of supervision, the superintendent of education to be president thereof. The board of supervision shall elect a vice-president and secretary, who shall receive no salary for services in such positions. The Board of Supervision shall recommend all teachers, determine the course of study, the classification of scholars, the placing of teachers in schools, and be invested with authority to make all rules and regulations relating to study in the schools.

Should the Board of Education reject a teacher or text-book recommended it shall send its rejection to the Board of Supervision with the reasons for its action. If the Board of Supervision insists upon its recommendation it will return the same to the Board of Education, answering the arguments or statements urged against it and giving the reasons for adhering to its original action. Should the Board of Education again refuse to acquiesce in the said recommendation, the president of that body shall appoint from their members a committee of not less than three nor more than five members, who, with the Board of Supervision, shall act as a joint committee of conference to consider the subject and whose decision thereon shall be final.

The members of the Board of Supervision shall be authorized to sit at all meetings of the Board of Education and to speak upon all matters relating to education or the management of the schools, but not to vote.

The Board of Education shall appoint a Board of Library Trustees, who shall perform all the duties now devolving upon said trustees.

For the purposes of this act the city of Cleveland shall be divided into four districts to consist of ten wards each. At the first municipal election after the passage of this act the electors of each of said districts shall elect by ballot one member of the Board of Education. Two members shall be elected at the same time on a ticket at large to serve for three years, when their successors shall be elected on a ticket at large to the term of three years. The members elected in the first and third districts shall serve for one year, and their successors shall be chosen at the next regular municipal election on a ticket at large for the term of three

years. Those elected in the second and fourth districts shall serve for two years, and their successors be elected at the regular municipal election on a ticket at large for a term of three years. At each annual municipal election thereafter two members shall be elected on a ticket at large for the three years."

The *Leader* further says:

"The board is too large. One of the great evils of the present system is the union of executive and legislative functions in one body. The Board of Education should have only legislative functions. No legislature, State or national, is entrusted with executive duties, such as the appointment of a large number of officers. If it devolved upon Congress to appoint all the heads of departments, the chiefs of bureaus, postmasters, officers of the navy, superintendents of arsenals, directors and officers of the mints, etc., it would be just such a confusion of legislative and executive functions as now prevails in our Board of Education. This latter body should no more be called upon to appoint superintendents, teachers, and janitors than our City Council should be authorized to appoint the police force and other city officials. A fundamental prin-



D. C. LUENING.

Principal Second Dist. School, Milwaukee, Wis.

ciple of our government is that the executive and legislative functions shall be separate and distinct. Our legislative school board can create an office, appoint the officer, and fix his salary. A door is open to all kinds of jobbery in making appointments and selecting books and other supplies. The above plan takes this power from the board or creates a check upon its exercise. A board of supervision composed of experienced teachers, men and women, are to recommend teachers and text-books, and the recommendations cannot be summarily rejected. It is probable that a better check can be established in this regard. Now is the time to propose it.

The Board of Education has heretofore been the sole judge of where and when school buildings and repairs were necessary and how much should be expended on them. This all important duty would hereafter, under the above plan, be shared with the commissioner of education, his aids, and the city tax commission. The question of the tax levy would receive a more general discussion and taxes would be levied with greater care.

Under the present system it is an easy matter for a member of the board to "fix" his ward or district so that he can be returned about as often as he pleases. He would find it a more difficult task to pack a district of ten wards. After the first election two members would be elected at large annually on a general ticket and the chances of getting good men would be still more in favor of the city. If all were elected at large at the first election the triumph of one of the two parties would make the board of one political complexion.

D. C. LUENING.

The subject of this sketch is a native of Amsterdam, Holland. After receiving a common school education at Bremen, he became a sea-farer, spending the first few years in voyages to China and Siam, landing in New York in 1864. He joined the United States navy and served as quartermaster and gunner on the Revenue Cutter Andrew Johnson. He left the United States service, and after trying his hand at farming, painting and canvassing he followed the advice of well meaning friends and prepared himself for the profession of teaching. He taught his first school in 1870 in Sauk Co., Wisconsin. He came to Milwaukee in 1872 and since 1873 has been teaching in that city. In 1879 he was appointed principal of the Second District school, where he is still very successfully directing the work of a large corps of teachers.

Mr. Luening was always of a studious turn of mind, spending the greater part of his leisure hours in study. Although he never graduated from any institution of learning, he is in the truest sense, a graduate of the School of Life.

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A life diploma gives authority to the holder to teach in any of the public schools of the state during life. A state educational diploma for the period of six years. A first grade state certificate for the period of two years; and a second grade certificate for the period of six months.

The regular meetings of the State Board of Education and of the State Board of Examination occur on the first Monday in January and of July in each year, at the capital of the state.

State Supt. Wolfe has recently had prepared a District Institute Course of Study in the higher branches, to be used in voluntary district institutes to be held at about half a dozen leading educational centers during the coming summer. These have been sent to teachers holding first grade county certificates in the state and to all leading educators of Missouri.

SHALL WE ADOPT MANUAL TRAINING?

Shall or shall not manual training be introduced in our public schools? Boards of Education in our most enterprising cities are answering this question in the affirmative. The manual training cause has suffered much from being misunderstood. Many believe that a manual training school is a trade school; an idea which one might easily be led to accept, but which is far from being true. A school that trains a boy to become skillful in one particular trade giving him only that instruction necessary to enable him to earn his daily bread in that trade, is too narrow in principle and aim to demand public support. The mutual training school however, which aims to educate the *whole boy* into a *whole man*, which endeavors to so train all his powers that he will be well equipped for whatever vocation he may wish to pursue, should be a public school.

When a boy enters a well equipped manual training school, besides taking up studies in mathematics, science, literature and drawing, he is put into a work shop, for two hours a day, where he is instructed in the use of the plane, saw, hammer and other tools used in ordinary joinery. After spending half a year in the construction of joints, he is given ten weeks in wood turning becoming proficient in the use of all the tools ordinarily used by

but to lay a broad foundation for all the trades and professions open to young men. Because a boy has made a steam engine that will run, or a dynamo that will give bone fide electric lights, it does not necessarily follow that he will be a machinist, an engineer, or an electrician; but it does follow that he will know the scientific principles underlying

ished piece will show his haste or carelessness. "Be sure you are right and then go ahead" is the maxim of the shop. He cannot work out a lie in wood or metal. He has learned to appreciate honest labor and when he sees a piece of work well done he respects the work and the worker. By a mastery of drawing he is enabled to express by a few strokes of his pen, what pages of manuscript could not tell. He learns not only to handle tools and material, but what is of incomparable more value *he learns to handle himself*. H. M. WOODWARD.

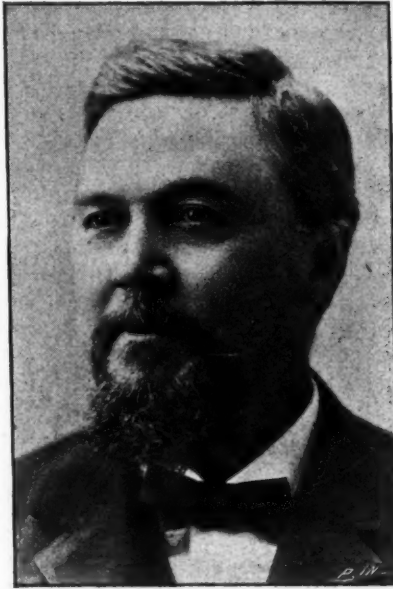
MANUAL TRAINING.

The Boston School Board will build an addition for another cooking and manual training school.

Supt. Shawan of Columbus, O., recommends that the Board try Manual training on a small scale as an experiment.

The Philadelphia Committee upon manual training recommend that a post-graduate course be introduced into the Manual Training School, and that graduates of the course be eligible for admission to the School of Pedagogy. Adopted.

Upon the request for information regarding the progress of manual training in the schools Supt. Jasper, of New York City, reported that some branch of the manual training course was taught

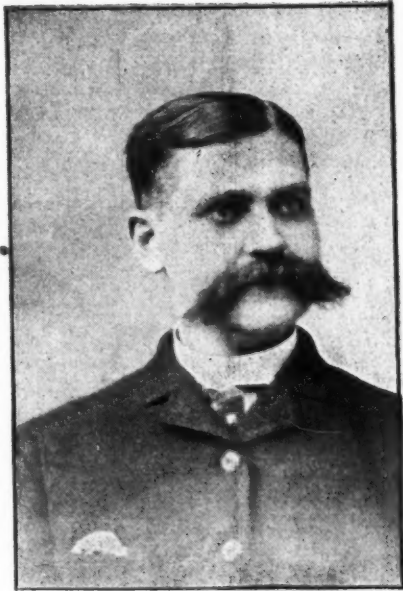


JACK P. RICHARDSON,
Member of School Board, St. Louis, Mo

mechanism, engineering and electricity; that he will have common sense ideas about the multiform operations in use in the industrial world; and will have a good working judgment.

Besides his full course of shop work and drawing the boy's literary, scientific, and mathematical work has been successfully going on. Though two hours each day has been taken for the shop, yet the stimulus he has derived from it has enabled him to carry on nearly as many studies in connection as he could have taken without the manual work. He has developed as nature intended, a creative, a constructive being, and because of this natural development, he has done more and better work in whatever he has attempted.

In addition then to what he gets by taking an ordinary high school course, the boy has learned to be neat and orderly; to leave a thing in its place and in as good a condition as he has found it; and to have a logical system and method in whatever



R. H. BISHOP,
Prest. School Board, Covington, Ky.

the wood turner. The remainder of the year his artistic sense is developed simultaneously with the increase of his manual dexterity by a course in wood carving. Altogether he has actually worked in the shop about a month and a half, rating it at ten hours a day, yet in this little time he has learned to use a large number of tools and has become acquainted with the elements and principles of all operation and constructions ever worked out in wood.

During the second year he works at the anvil and forge; learns the properties of iron and steel, and to "strike when the iron is hot." In this shop he forges out and tempers the machine tools he is to use in his next year's work. He also works out the processes of pattern making and moulding, making several working patterns and casts from them in some easily worked material.

The third year he spends in the machine shop and with his vice work learns to use the engine and speed lather, sharper, drill press and planer. Here, after going through a set of preliminary exercises, he constructs a complete machine or piece of apparatus, worked out from his own design.

But it must be borne in mind that a boy is not necessarily to become a mechanic because he has done this work and has graduated from a manual training school. The aim is not to make mechanics,



A. HERMAN,
Member School Board, Nashville, Tenn.

he undertakes to do. In the shop he had to begin each exercise correctly and take each step in its logical order that he might bring about the best possible result in the least possible time. He has learned precision, for he has seen that each stroke leaves its mark, and unless he is accurate his fin-



G. W. CORNISH,
Sec'y Van Buren Co. School Com., Lawton, Mich.

to 20,028 pupils; free-hand drawing to all of them, mechanical drawing to 8,124, cutting from drawn work to 5,770, clay modeling to 8,849, sewing to 5,547, shop work in wood to 1,836, and cooking to 664. Owing to the lack of interest or lack of understanding of many of the teachers the progress had been very unequal, he said, but his judgment was, that the experiment made by the board in establishing manual training schools has been eminently successful.

The Manual Training Committee of Boston emphasizes the necessity of more schools in cookery in the grammar division, and recommend that eight such schools be put in operation this winter, the estimated cost being about \$750. The committee also recommended that manual training in wood work for boys be introduced as speedily as possible into all the grammar schools. Children in every section of the city should share alike: to have any favored schools is wrong. The starting point of all woodwork should be from drawing and not from models. No attempt at present wood working below scholars for the fourth class should be attempted. Boys should be given a four years' course of two hours per week at least. A single teacher can instruct about 280 pupils a week. This would require for the nearly 2000 boys in this class throughout the city, eight teachers.

NEW BOARD RULES.

The following new rule is under consideration by the Lawrence, Mass., school committee: "The committee on school houses and sanitation, consisting of five members, shall have advisory supervision of all school buildings of the city together with school premises, and also arrangements for ventilating and warming school houses; shall recommend such repairs, alterations, additions and new buildings as it deems advisable, shall consult with committee of the city council in relation thereto; and shall also examine and suggest means of correction for any evils of a sanitary nature which may be shown to exist on any school premises."

The Philadelphia School Board has adopted a rule by which payments to teachers will be made monthly instead of quarterly, the principals of the different schools making their reports on the last day of each month.

Complaints of cruelty to children, by teachers of Cincinnati, have been made to the Humane Society, and the teachers called to the police court to answer to the charges. The School Board has passed a rule requiring complaints to be made to the superintendent of city schools.

The School Board of Cincinnati, O., has adopted a new constitution which provides that the president of the Board can vote only in case of a tie.

The Milwaukee, Wis., School Board passed the following rule: "Graduates of the full course of any state normal school presenting diplomas countersigned by the superintendent of the state issuing the same, and graduates of the full course of any of the state normal schools of Wisconsin, shall, upon such examination as the committee on examination prescribes, be granted assistants' trial certificates."

Mrs. Parson, of the Detroit School Board, will offer an amendment to the rules, providing that janitors shall be appointed for each of the terms ending June 30 and January 30; that the appointments shall be made by the Board on the recommendation of the committee on supplies and janitors; that they shall be subject to removal by the committee at any time for cause, such removals being reported to the Board for action at its next meeting, and that in case of the absence of a janitor the salary of the substitute shall be deducted from the salary of the janitor.

The Board of Lewistown, Idaho has recently adopted the following rules:

- 1.—The principal alone shall have power to suspend a pupil; the board reserves the right to expel.
- 2.—Pupils suspended can only be reinstated on such conditions as the board and principal may determine. A second suspension during any term shall be equivalent to expulsion for the remainder of the term.
- 3.—Pupils after enrollment shall be furnished with a list of books and other articles required by the course of study, and a neglect or refusal to supply the same within one week thereafter requires the pupil to discontinue attending the school.
- 4.—In case of suspension under these rules, offending parties shall petition the board for the restoration of their children or wards.
- 5.—Pupils guilty of truancy may receive corporal punishment or, they may be suspended or expelled.
- 6.—Pupils breaking glass carelessly shall replace the same immediately, or stand suspended until the rule is obeyed.

A. P. Johnson, agent for Harper & Bros., offers to furnish the Dayton, O., Board with five sets of Lessing's Cyclopedia of United States history at 20 per cent. discount. If more than five sets are desired, a reduction of 25 per cent. will be made.

NON-RESIDENT PUPILS.

At a recent meeting of the School Board of Topeka, Kansas, several persons made application to be allowed to attend school without paying the tuition usually exacted from non-resident pupils.

One lady lives in the country in the summer and in town during the school months, her husband living in the country all the time. The board decided that where the husband lives there is her home also, and she will have to pay tuition for her daughter.

A boy who lived with his grandparents for three years, and has no other home, will be allowed to attend school without paying tuition. A boy who has board and clothing by working out of school hours will not pay tuition.



SUPT. M. A. CASSIDY.
Lexington, Ky.

Mr. Cassidy, whose engraving we publish here, has for five years filled the two positions of school superintendent of Fayette county, and superintendent of the city schools of Lexington, Ky., in such a manner that each has been a benefit to the other. A year after his election to the office of county superintendent he was given charge of the city schools, to which he has been twice appointed.

Though still a young man, he has won a high place in education and in literature. The effect of his influence upon the country schools is very marked. Many new school houses have been built, the number of teachers has almost doubled and higher salaries are paid. It was he who first put in practice the law permitting pupils passing the county examination to graduate from the county schools. A remarkable impetus has thereby been given to the work of both teachers and pupils. The standard of scholarship is raised. Over three thousand children are under his care, an enormous increase over five years ago.

In the city schools the effect of Mr. Cassidy's labors is even more evident. Corporal punishment, allowed by law and formerly of common occurrence, has become almost obsolete, while the improvement in discipline, earnestness and attention is a matter of every-day comment, even among the most indifferent observers. He is peculiarly fitted for the duties of superintendent of schools. He has a rare insight into child nature, fostered by the compan-

ionship of his own trio of little ones, and is a keen observer of the methods used in his school rooms, and of their effects. He is a constant student of the science and history of education, and has already taken high rank as a writer on educational subjects. His articles are practical in the best sense of that much-abused word, and he has command of a pure, forcible English in expressing his ideas. Among the visible results of his work in the city schools are the two high school grades added to the course, the excellence of the monthly teachers' meetings and annual institutes, the introduction of a successful system of sight-reading in music, and the kindergarten, not to be surpassed by any in value.

Mr. Cassidy is a man of progress of the most solid and genuine nature. He is also a frequent contributor to first-class periodicals, furnishing purely literary articles as well as professional papers.

TOO MUCH FOR INSURANCE.

The School Board of Minneapolis is considering the advisability of carrying its own insurance. During the past five years the Board has expended in the neighborhood of \$25,000 for insurance, and all the companies have been called upon to pay is something like \$5,000. Last July the Board was carrying \$702,550 on the buildings and \$56,000 on the furniture. Director Rolfe suggests that on school buildings, slow of burning construction and located near engine houses, the insurance be dropped or reduced to a figure sufficient to cover repairs in case of fire.

PAY INTEREST ON SCHOOL BONDS.

The application of the board of education of Minneapolis for a writ of mandamus against the city comptroller and city treasurer was granted by Judge Lochern. The question at issue was whether or not the interest paid on board of education bonds should be charged to the fund of the board. Judge Lochren decided that it should not. He held that the municipality was liable for the interest and there was no reason why it should be taken from the funds of the board of education.

About \$45,000 of the funds of the board have been appropriated for interest by the city comptroller and treasurer, and, with the exception of about \$13,000, it will have to be refunded.

SCHOOL DESK PRICES.

The Salt Lake City school board has awarded the following order to the Grand Rapids School Furniture Company, the payment to be made within ninety days. The freight charges to be \$1.51½ per 100 pounds, namely:

- No. 5 single automatic desks at \$1.60.
- No. 4 single automatic desks at \$1.80.
- No. 3 single automatic desks at \$1.80.
- No. 5 single automatic rear seats at \$1.40.
- No. 4 single automatic rear seats at \$1.40.
- No. 3 single automatic rear seats at \$1.40.

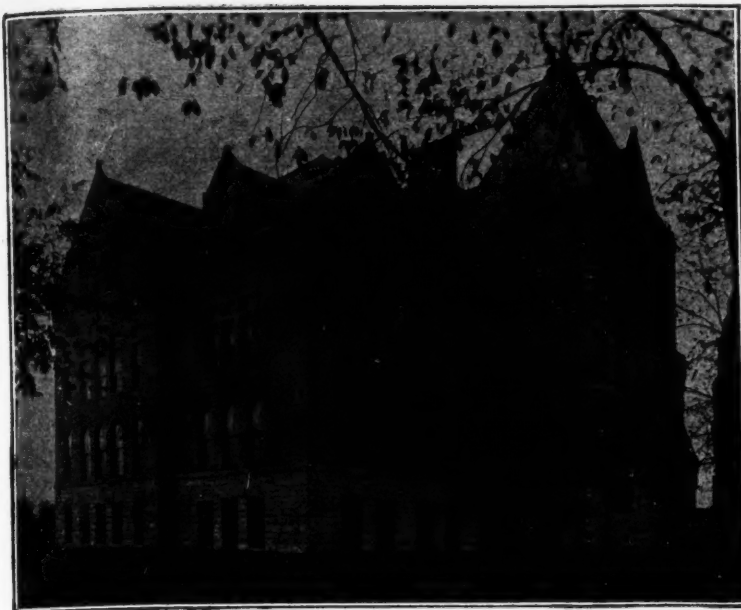
The bid of the Grand Rapids company was the lower of two bids received.

After passing upon the above the A. H. Andrews Company offered the following:

Twenty-four No. 3 Andrews' school desk; 76 No. 4, and 100 No. 5 desks; 200 desks at \$1.75; also 20 rears at \$1.60.

The committee recommended the purchase of these additional desks at the price stated for the reason that they were then in the city and could be utilized at once, and for the further reason that they believed this to be cheaper than they could ever be bought for again.

If school boards are contemplating a change of teachers, or superintendents and principals changes of positions, read the advertisement of the School Board Bureau. It has large lists and openings.



OAK PARK HIGH SCHOOL.

Oak Park has just completed one of the finest High School Buildings in the suburbs of Chicago. It is practically four stories high and cost \$45,000. The building is Romanesque in design with an exterior of warm La Salle pressed brick, trimmed with rough Bedford stone. The architects, Messrs. Thomas and Gratt of Chicago, have excelled themselves.

The excellent plans of the interior is largely the work of Supt. B. L. Dodge, of Oak Park, and too much credit cannot be given him for the untiring energy and interest which he manifested in the construction of the whole building. Every possible care has been taken in admitting ample light, and giving the building the best possible drainage. The massive doors are of Oak and plate glass; the corridors of red Oak, and the rooms of highly polished Georgia Pine. The four rooms in the basement are to be equipped as carpenter, machine and molding shops. The first floor comprises five school rooms; one of which is a large Kindergarten room. The stairs to the second story are provided with elaborately carved oaken railings. The second floor is devoted to one large High School room, capable of seating two-hundred and fifty pupils, and four class recitation rooms, besides an apparatus room and a director's room. The third story will be used for a gymnasium, chemical and physical laboratory, and two rooms will be taken up by cooking and sewing classes. Libraries of reference are placed in each room. Water-closets are provided on this floor and in the basement. Each room is supplied with electric light, electric bells, speaking tubes, and wash stands of Tennessee Marble.

The heating and ventilating plants were put in by Geo. H. Hess Co. of Chicago, and consist of eight large furnaces placed into brick inclosed batteries. Fresh air is brought through automatically open air ducts, leading from every side of the house which when properly warmed, is passed through the rooms through brick flues built in the partition walls, entering the rooms some seven or eight feet above the floor, thence out via the vent tube. One million seven hundred thousand cubic feet of fresh air is distributed through the building every hour.

The excellent cut of the building has kindly been furnished us by F. D. Bayless Company, Chicago.

HEATING AND VENTILATING.

Fuller & Warren, of Chicago, made the lowest bid for heating and ventilating the new building at Memphis, Tenn., and got the contract. Following are the bids:

Fuller & Warren, of Chicago,.....	\$2,437
Rattan Manufacturing Co., of Georgia,.....	2,856
Huyitt & Smith, Detroit, Mich.,.....	3,189
Baker & Smith, Chicago,.....	3,851
National Hot Water Company, Chicago,.....	3,500
Brown, Latting & Bailey Co., of Memphis,.....	3,839

The Buffalo Forge Co., offers to send a competent man to Hamilton, O., to operate the heater in the Third ward building for one month on the condition that should he succeed in satisfactorily operating the heater the board should pay his expenses, but should he fail the company would pay his expenses. The communication rather pertinently stated that they supposed that there is the same trouble with this heater as with many others which they have built—not operated by an efficient man. The Board authorized Architect Reutti to inform the Buffalo people to send a man immediately, but that under no circumstances would the board pay any one's expenses.

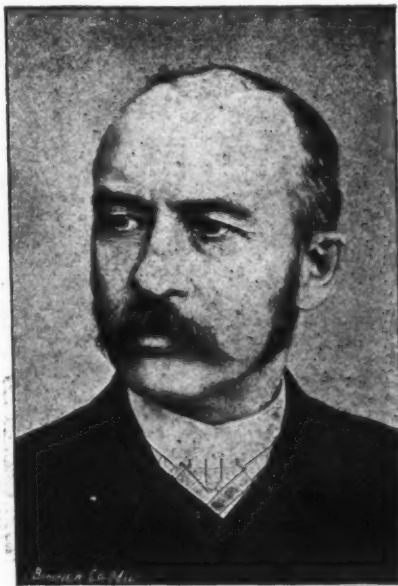
The Marlboro, Mass., Board has purchased a furnace for heating the hallways of one of the school buildings of Bradley and Brigham for \$150. The State Sanitary Inspectors of Massachusetts are rigid in the performance of their duties, and claimed that the hallways of this building were not sufficiently heated.

The board of education of Lansing and East Saginaw, Mich., adopted the Smead ventilating and dry closet system for their new buildings.

Fuller & Warren of Chicago, have put new heating apparatus in the Washington School of Wichita, Kan.

The following buildings containing the Smead system of heating, ventilation and dry closets have just been completed or are nearing completion:

- Two schools, Pittsburgh, Pa.
- Public school, Claysville, Pa.
- Public school, Ridgway, Pa.
- Public school, Sheffield, Pa.
- Public school, Warren, Pa.
- Two public schools, Erie, Pa.
- High school, Belvidere, N. J.
- Public school, Kearney, N. J.
- Public school, Dover, N. J.
- Public school, Camden, N. J.
- High school, Avoca, Pa.
- Public school, Wilkes-Barre Township, Pa.
- Three public schools, Atlantic City, N. J.
- Public school, Titusville, Pa.
- Public school, Bethlehem, Pa.
- Two public schools, Allentown, Pa.
- Public school, Middletown, Pa.
- Tenth ward public school, Trenton, N. J.
- High school, Uniontown, Pa.
- High school, Wilmerding, Pa.



B. L. DODGE,
Supt. of Schools, Oak Park, Ill.

FREE TEXT-BOOKS.

At Springfield, O., the Board furnishes text-books to indigent children. Supt. Taylor says: "Under the present law of compulsory education the number of books will increase every year, until at last we shall have all free school books."

The Fitchburgh, Mass., School Board received information from its superintendent to the effect that the free text book law tends to increase materially the number in the higher grades and accounts for the crowded condition of the high school.

At a meeting of county school directors at Lancaster, Pa., one commissioner stated that text-books had been furnished free in his township for five years and that no increase in taxes had been made; Mr. Ranck reported that in his township the spellers were furnished free and they would gradually furnish other books. The sentiment of the convention was in favor of free text-books, purchased by townships.

At Providence, R. I., the committee appointed to investigate the question of free text books reported that pupils could purchase at nearly the price the city would have to pay; that books are already furnished to those pupils whose parents or guardians are unable to furnish the same; that the ownership and retention of books by the pupils is a direct and enduring educational benefit of no small importance; that free books destroy all taste and desire for neatness and proper care of books; that not only possible, but probable danger to health comes from the promiscuous use of free books by pupils.

The Hutchinson, Minn., School Board recently decided to adopt the text-book exchange system in use in a good many school districts in the state. Under this plan the Board buys the text-books, which are sold at cost to the pupil. When the latter is through with a book he returns it and is paid what it cost him, less damages by wear and tear. Again the book is sold to another pupil and the process is kept up until the book is worn out. There is economy in this; for the book is used for years and for all there is in it, while the cost to parents is comparatively small.

"Free text-books provided by the school board," says State Supt. D. J. Waller of Pennsylvania, "is the most satisfactory solution of the problem of uniformity of text-books upon which the Legislatures of many states have been engaged earnestly within the past five years. The advantages of uniformity are secured without the disadvantages that attend other plans. The number of schools supplying free text-books has increased from 1,517 in 1890 to 1,908.

"Wherever they are supplied they come to be regarded as a necessity. They save money by diminishing first cost nearly one-third. They enable teachers to classify pupils readily and to begin the term's work promptly. They facilitate progress by enabling the teacher to change them whenever the interests of a pupil are promoted by a change without fearing delay or displeasure among the patrons. Free text books save money and are a logical accompaniment of free schools. They put all pupils more nearly on an equality and help to pave the way for compulsory education."

THE BOARD SELLS CHARTS.

It appears that the school commissioners of Fulton county, Ga., have decided that before they will make a contract with a teacher he must buy a school chart.

They demand thirty dollars for a chart that costs sixteen dollars, ten dollars cash, and twenty dollars to be taken from salaries at the end of the term. The board has bought several hundred of them.

The teachers protest and say that the board may as well ask them to buy desks and heat the rooms.

Try the Haven Air Purifier. It will surprise you. See ad.

SHOULD THEY BE VACCINATED?

This article was instigated by the decision of the School Board of Milwaukee, Wis., that all children who attend the public schools must be vaccinated.

"Vaccination will soon be a thing of the past. In England and Germany thousands are demanding the repeal of the compulsory vaccination laws in unmistakable language, and it is only a question of time as to how soon this will be accomplished. In Berlin, Germany, the supreme court has decided that no parent could be compelled to have his child vaccinated, notwithstanding two inferior courts had rendered opposite opinions. This practically puts a stop to compulsory vaccination in Germany, although frantic efforts are being made by the allopathic school of doctors and their dupes to save this relic of barbarism from sinking into oblivion. The whole fight for the preservation of this fetish is simply an acknowledgment of the doctors of their inability to successfully cope with the comparatively harmless disease, called small pox. I say *harmless* for such it is, if treated in the proper hygienic way—it being far less dangerous than either diphtheria or scarlet fever. The dangerous character of small pox results from the malpractice of ignorant physicians, who, not knowing the nature or cause of the disease, think that a little pus introduced into the system would prevent the accumulation of effete and impure matter (the cause of disease) in the body. But statistics and experience have shown that every epidemic of small pox in Germany, as well as in England, during the last twelve years has originated with persons who had been vaccinated and re-vaccinated (Dr. Theo. Brueckner, from official lists of small pox cases). Dr. Lotz also corroborates the fact, that in every epidemic it was always the vaccinated who were first attacked by the disease. Dr. Mueller, of Berlin, a great pro-vaccinist, confessed that during the epidemic of 1871 in Berlin 484 out of 1191 vaccinated persons died of small pox. Dr. von Kerschensstein, of Muenich, reported in 1871: "Nearly the whole population of Bavaria had been vaccinated, and in spite of thorough vaccination and re-vaccination during the previous fifty-five years, over 29,429—65 per cent. of those vaccinated, and only 1313—4.3 per cent. of those not vaccinated were taken sick with small pox. Dr. Nettinger, of Stuttgart, says: "All small pox patients who came under my observation and treatment during the last twenty-five years have, *without exception*, been vaccinated from one to four times." Chief Sanitary Commissioner, Dr. J. Keller, of Vienna, pronounces vaccination absolutely worthless and bases his opinion upon the following facts: "If we entirely disregard the first two years of childhood by vaccinated as well as by unvaccinated, we find that during the remaining periods of life the rate of mortality on account of small pox among those vaccinated is 13.76 per cent., while among the unvaccinated it is 13.15 per cent., showing that the death rate among these two classes is about the same; it is even slightly in favor of the unvaccinated. But during the first two years of childhood, where the rate of mortality is of itself greater, we find the death-rate among the *unvaccinated* during the first year to be 45.24 per cent. and during the second year 38.10 per cent. while among the *vaccinated* it is during the first year 60.46 per cent. and during the second year 54.05 per cent. showing a decided greater rate of mortality among those vaccinated."

So much to show that vaccination is not a prophylactic. But vaccination is the primary cause of other diseases far more fatal than small pox. The official statistics of Zurich, Switzerland, throw considerable light upon this subject. During 1882, while compulsory vaccination was in vogue, 390 children died of diphtheria and croup, while in 1884, after compulsory vaccination had been abolished, only 177 died of the same diseases. Again, in 1882, 840 children died of infantile diarrhoea and in 1884 only 403, so that the mortality among the children of Zurich has been reduced over 50 per cent. by simply abolishing compulsory vaccination.

Diphtheria, croup and infantile diarrhoea, or summer complaint, are the principal diseases resulting from vaccination. It has also been proved from the official records in England that the mortality among children under five years of age has increased over 33 per cent. since compulsory vaccination has been introduced. The following data are quoted *verbatim* from official sources:

"Vaccination was made compulsory (in England) by Act of Parliament in the year 1853, again in 1867, and more compulsory in 1871. Since 1853 there have been three epidemics of small pox.

Date.	Deaths from Small Pox.
1st, 1857-58-59	14,214
2d, 1863-64-65.	20,059
3d, 1870-71-72.	44,810
Increase of population 1st to 2d epidemic,	7 per cent.
Increase of small pox same period,	50 "
Increase of population 2d to 3d epidemic,	10 "
Increase of small pox, same period,	120 "

Deaths from small pox in the first ten years after the enforcement of vaccination, 1854 to 1863, 33,515; In second ten years, 1864 to 1873, 70,458.

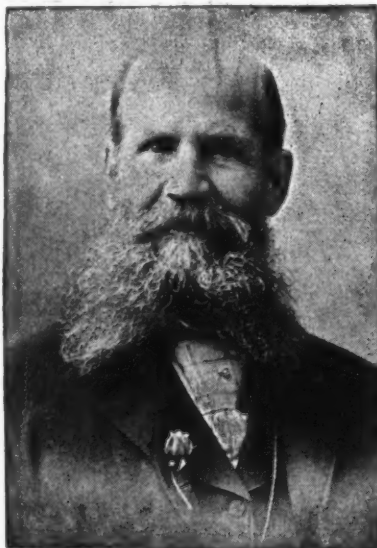
Or more than double the first decade, and the total number of deaths at all ages from small pox from 1854 to 1883, thirty years, in England and Wales, was 121,147. The Registrar General, in his annual summary for the year 1880, tabulates the small pox mortality of London for the preceding thirty years, as follows:

Deaths.	Mean Population.	Deaths.
1851-60	2,570,489	7,150
1861-70	3,018,193	8,347
1871-80	3,466,486	15,551

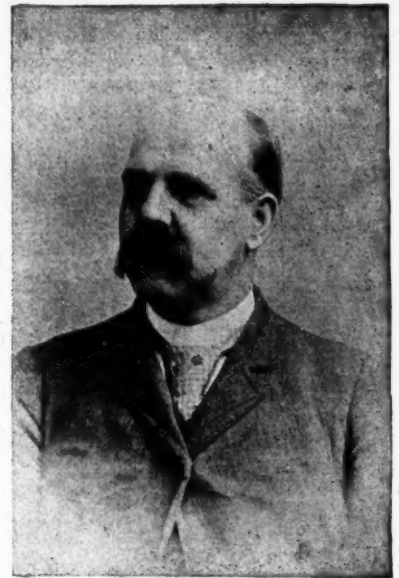
These figures show that the more stringent the vaccination regulations were the more prevalent and fatal was the small pox. These are *historical facts*, incontrovertible by any theories or dogmas, and are borne out by the records in all other countries.

The relation of vaccination to consumption has been made a subject of special investigation by Dr. Bartlett, of New York. He found that of 208 vaccinated children in his charge, 138, or 66 per cent., died of tubercular consumption and only 70 of other diseases, while of 95 unvaccinated children only 30, or 31 per cent., died of consumption and 65 of other diseases, showing that vaccination increases the number of deaths from tuberculosis.

In Oberursel, Germany, during the month of May, 1891, there died from the effects of vaccination eleven infants, all that had been vaccinated, probably on account of the putrefactive degeneration of the virus, causing acute blood poisoning. This is only one instance where a wholesale slaughtering of innocent infants took place, a great many others, less flagrant, might be cited. According to statistics gathered by Dr. Oidtmann there died in Germany during the period from 1650 to 1700, of every



BENJAMIN F. KIERULFF, A. M., M. D.,
Member of School Board, Los Angeles, Cal.



M. H. FELT, M. D.,

Supt and Pres. of School Board, Hillsborough Bridge, N. H.

1000 inhabitants fifty six from small pox. A century later, 1751 to 1800, during the time of inoculation, of every 1000 persons, ninety-six died of small pox. From 1802 to 1810, after inoculation had been abandoned and before vaccination was introduced, the mortality from small pox in Germany was less than it has been at any time since, although compulsory vaccination was rigidly enforced in recent years. The statement in the January number of the JOURNAL, that in entire Germany mortality from small pox in a certain year did not exceed 168, can hardly lay claim to reliability, considering the fact that according to the report of the German *Militär-Wochenblatt* the loss from small pox in the German army alone in 1870-1 was 270, while those sick with small pox during the same year in the army exceeded 6,000. It is a well known fact that Germany at no time has been free from small pox, and reports of its appearance in epidemic form in one or the other province of the Empire is a very common occurrence."

JOHN ULRICH.

NO FIRE ESCAPES.

Building Inspector McDonald, of Louisville, Ky., has ordered the School Board to provide fire escapes for all of the public school buildings. The law provides that when the Building Inspector orders any person or corporation to erect fire escapes, and the order is not complied with inside of thirty days, the party shall be proceeded against according to law. The School Board holds the opinion that fire escapes are not needed, that the schools do not come under the laws defining the Building Inspector's duties, and that they cannot afford to spend one hundred thousand dollars, the amount required to construct fire escapes in a manner which would render them safe for the use of the smaller children. The Board will allow the thirty days to expire without complying with the Inspector's orders; and Randolph Blain, the Board's attorney, will make preparations to involve a suit.

STEEL CEILINGS AND PRESSED BRICK.

The Committee on Buildings of the Columbus, Ohio, Board recommended Zanesville brick for a new school building at a cost of \$13.00 a thousand, which will be about one-thousand dollars per building in excess of ordinary brick: that sheet steel ceilings be adopted for the ceilings of halls; that the Smead system of heating and ventilation, and the Smead dry closet system be adopted; that bids be requested on rock plaster, Windsor cement, and common plaster. Dr. Hoover raised the question whether the steel ceiling was necessary in an ordinary school building. The cost is about forty or fifty cents per square yard more than Rock plaster.

TOP HEAVY COURSES OF STUDY.

Is the present common school course over-loaded? This is a question of vital importance. We are convinced that our public schools are attempting too much and that the over-loading of the curriculum by a multiplicity of studies and subjects of instruction is greatly intensified by a lack of direct methods of teaching.

In Milwaukee, Cincinnati, Chicago and Kansas City, whose school systems may be considered typical, seven distinct subjects are given children during their first school year, eight for the second and third years, and nine or more for the balance of the course. This multiplication of subjects tends to distract pupils, and leads teachers to waste valuable time and energy in attempting to force into the child mind "odds and ends" of knowledge.

Notwithstanding the crowded condition of the curriculum the apostles of cooking, manual training, stenography, type-writing, water colors, etc., are loudly clamoring for admission. Such things have no place in a public school. The place for the girl to learn cooking is in the kitchen. The place for the boy to learn a trade is in the workshop. We have too much in school already and, unless we are very careful in what we admit and in what we exclude, a reaction will set in which will not only throw out the non-essentials, but may take with it many things which are valuable. Education should be a general, not a special or professional preparation, or after life. The fallacy that all things to be known and all things to be done should have a place in every good curriculum has gained too great a foothold.

The general tendency in our day to dissipate the attention on all sorts of books and all sorts of subjects leads to widespread superficiality. A thousand times better to have the old humdrum monotony than the counterfeit acquisitions termed knowledge which now characterize much of our school work.

To remedy the evil of overcrowding, only branches should be taught during the first years of the child's school life as are necessary for practical life and fundamental in the acquisition of further knowledge, viz: Reading, Language, Arithmetic, Spelling and Penmanship. Vocal music should be retained, but should not be given as much time as any one of the fundamental branches. The work in drawing might be combined with penmanship. Geography, history and elementary science should not be treated as distinct branches of instruction, during the earlier years of the child's school life. Whatever is necessary that children should know of these branches could easily be taught at a time set apart for general exercises. Many branches are now taught with great difficulty because taken up too early in the course. The work now done in seven years could easily be done in three years if taken up at the proper time and taught with vigor. This is true, also, of grammar and elementary science.

The worst feature of the present arrangement of the curriculum is the time and energy devoted to the non-essential branches, which during the earlier years, must be robbed from the fundamentals, and as a result, pupils pass from grade to grade, poor readers, poor spellers, poor writers, and lacking in the ability to add, subtract, multiply and divide with even a fair degree of accuracy and rapidity.

Another evil resulting from this system of crowding is that many boys and girls now leave school

suffering from mental dyspepsia by which all desire for progress beyond the school room is cut off.

To sum up, the over-loading of our present common school course does not result so much from the number of different branches included in the curriculum as from the too early introduction of non-essential branches, the pursuit of such non-essential branches through too many years of the course and consequently the pursuit of too many branches at one time. And these difficulties are greatly aggravated by aimless, round about, over-elaborate methods of teaching.

J. E. RIORDAN.

HIGH SCHOOLS NOT FOR THE RICH.

At the recent session of school superintendents held in West Superior, Wis., State Supt. Wells gave

CONTRACTS TO ACCOMPANY BIDS.

A Committee on Rules and Regulations submitted an amendment to the Columbus, O., School Board, providing that each bid be accompanied by a certified check, payable to the order of the president and clerk of the Board in ten per cent. of the amount of the contract as a sufficient guarantee that the contract will be entered into and properly kept. Some of the members held that the amendment was contrary to law, and would work injustice to the poor man who wished to bid. On the other hand, the law causes the Board to require sufficient guarantee of the contracts, and the certified check will serve this purpose. There are many contractors who will not bid if compelled to give certified checks and the competition will be lessened. The city solicitor holds that it would be an unwarranted restriction placed upon competition, and that the bids should be accompanied by "a sufficient guarantee of some disinterested person" and that alone.

A NEW BASIS OF TAX LEVY.

The School Board of Rochester, N. Y. has passed a resolution recommending that the Common Council request the representatives at Albany to urge the following amendment to the city charter:

"The amount to be raised for teachers' wages and contingent expenses in any one year shall not be less than six dollars nor more than eighteen dollars per capita, based on the average number of resident pupils enrolled in the several public schools of the city, for the school year ending on the first day of May next preceding the levying of the general city taxes in each and every year. A sworn statement of such number of pupils so enrolled shall be made by the Superintendent of Schools according to the verified monthly reports of the Principals of said schools. Nor shall the amount to be raised in any one year to lease, alter, improve and repair school-houses and their out-houses and appurtenances, exceed twenty-five thousand dollars. Nor shall the amount raised in any one year to purchase and improve sites, and build or enlarge schoolhouses, exceed fifty thousand dollars; and the Common Council of said city are authorized and directed, when necessary, to raise by loan, in anticipation of the amount to be raised, collected and levied as aforesaid."

SUPERINTENDENTS NOT HAMPERED.

Pres. Cook, of the Cleveland Board of Education, says: "The supervision of the schools, the details of the courses of study, the selection of text-books, and the nomination of teachers should not be undertaken by the Board, except as it does so through its executive officers, the superintendent and his associates. The entire corps of teachers should be held responsible to the chief executive officer, the superintendent of instruction, and he to the Board for the progress and efficiency in the several departments of school work. Better results can be obtained by making the executive and legislative departments of the Board separate and distinct from each other."

At Lincoln, Neb., the Board furnishes the following books free: Primary arithmetics, language books, mental arithmetics, spellers, geographical readers, a work on government in the upper grades, and a music book to each pupil.



Frank P. Weaver.

John A. Merritt, Pres.

Wm. A. Williams, Sec'y.

Alfred Morgan.

M. S. Kittinger, M. D.

Wm. Richmond.

Daniel McKim.

Harrison S. Chapman.

Jos. W. Turner, Jr.

Willard T. Ransom.

SCHOOL BOARD OF LOCKPORT, N. Y.

the following statistics obtained from 119 high schools in the state, showing that the attendance is mainly from humble homes: The parents or guardians who pay no taxes or only a poll tax, number 692; those who are assessed on less than \$1000, 2,040; those assessed between \$1,000 and \$2,000, 1,303; those assessed between \$2,000 and \$10,000, 1,125; those assessed over \$10,000, 216. Occupation of parents of high school children were farmers, 1,623; day laborers, 659; merchants, 385; widowed mothers, 365; carpenters, 135; saloonkeepers, 112; lumbermen, 110; traveling salesmen, 104; machinists, 100; railroad employees, 97; physicians, 80; manufacturers, 79; ministers, 72; clerks, 64; furniture dealers, 62; shoemakers, 59; blacksmiths, 59; painters, 58; bankers, 5.

Jersey City, N. J., estimates that \$15,000 will be spent by the Board this year for text-books.

THE AMERICAN School Board Journal

DEVOTED TO
SCHOOL BOARDS, SCHOOL OFFICIALS, AND TEACHERS.

WM. G. BRUCE, - - - - - Publisher.
School Commissioner Fifth District,
S. COORFT, - - - - - Editor.

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ANNOUNCEMENT OF PRIZES.

In compliance with the offer made by the AMERICAN SCHOOL BOARD JOURNAL, the articles upon the best solution of the text-book question and upon heating and venti-

lating have been submitted to competent and disinterested reviewers. They have awarded the prize of \$25.00 for the best article on text-books; to the gentleman whose article appears, without name, on page four of the December JOURNAL. The author of this article failed to give his name. As soon as he will make his identity known the check will be forwarded to his address.

G. H. Hess has been awarded \$25.00 for the best article upon heating and ventilating of schools. Special mention is made of the article of F. S. Allen upon this subject.

No articles were received on the other subjects.

The reviewers have carefully weighed the subjects and have kindly furnished us their reasons of awards, with their basis of judgment, which limited space forbids printing.

ELECTION OF SUPERINTENDENTS.

It is a lamentable fact that in so many of our cities the election of school superintendents rests largely upon political affiliations. In the majority of cases the school board is elected by a popular vote, thus causing a scramble for supremacy of political parties, and to the victor goes the "organization of the house." School boards are a miniature house of congress. The party in the majority will invariably select a president, sometimes a secretary, and too often a superintendent, who conforms to the majority's ideas of a faithful partisan. The representative of the school interests is thus selected partly for his ability and efficiency but mainly for his political faith. An inferior man, versed in political machine work, is apt to triumph over an educator. School boards should take a decided step in the advance of school interests in this particular. Select a man for your superintendents who is a representative educator, who has executive ability, a high standing as a citizen, and one who will command the respect of educators with whom he must necessarily come in contact. No other consideration should enter into his selection. A superintendent thus selected will feel more keenly the responsibility entrusted to him, exercise higher judgment, command for his office dignity and honor and exert a better influence over the community.

In country districts the superintendent, from the nature of affairs, must be chosen by a direct vote of the people. It is therefore difficult to disentangle the selection of a county superintendent from political influence. In most states the county superintendent is elected at the general election in the fall, with the rest of the county officials. Why not elect the county superintendent in the spring? There will then be no hot contests for other political honors to estrange men and create partisan feeling. The occasion will be more strictly in the interest of schools, and the respective merits of the candidates will receive more consideration. The subject is certainly worthy of the consideration of the better element of both polit-

ical parties. Let us keep politics out of the schools, and thus enlarge their scope and efficiency with their enlarged freedom.

THE SCHOOL FURNITURE DEAL

On another page of this issue will be found the announcement of "The United States School Furniture Co.," recently formed. We have endeavored to gain all the information possible of this company, to keep our readers fully informed. The question which directly interests us as the medium of school boards, and that which should interest the members of the boards of education in this country, is whether the new arrangement formed by the manufacturers will result in fair or unfair business methods. In other words, will the advance of prices upon seats be exorbitant? will they exact unfair conditions in the sale of their goods? will they fortify themselves to such an extent as to enable them to palm off an inferior article without leaving the usual redress to school boards? These are the points involved in this matter. The members of school boards will not and cannot object to allowing the manufacturer a fair margin upon his wares. They cannot and will not object to the manufacturers' efforts of protection against ruinous competition. The school boards can ask what is fair and just. They should be willing to pay for the worth of an article, but nothing more. We are assured that this company was organized for the express purpose of keeping quality up and prices down by buying and manufacturing in large quantities, and reducing office and selling expenses to a minimum. We shall soon learn whether they will carry out their avowed intentions. If they should disappoint us in this, the remedy is near and easy—buy of some other firm. We believe, from the very nature of its mission, that the educational interest of the country demands justice to the mechanic as well as to the teacher.

MORE PREMIUMS.

To persons securing new subscribers to the AMERICAN SCHOOL BOARD JOURNAL, at \$2.00 per annum, before July 1st, we will make the following unparalleled offer of premiums:

FREE TRIP TO EUROPE on one of the best ocean steamship lines, for 100 names.

BICYCLE, of the best make, for fifty names.

LIBRARY, \$50.00 worth of books to be selected by the agent, for forty names.

RIFLE, Marlin Repeating, for forty names. Manufactured by Marlin Fire Arm Co., New Haven, Conn.

CAMERA, Tourist Magazine. The latest camera, with excellent lens and shutter, for thirty names. Manufactured by Jas. H. Markley, Brooklyn, N. Y.

KODAK, No. 1 Eastman, with 100 exposures and case, for twenty-five names. Manufactured by the Eastman Co., Rochester, N. Y.

OFFICE DESK for fifteen names.

BOOK CASE, revolving for twelve names. Manufactured by the American Desk and Seating Co., Chicago.

DICTIONARY, Webster's International, indexed, for ten names. Manufactured by G. & C. Merriam & Co., Springfield, Mass.

WORLD'S FAIR ITEMS.

The state school Commissioners of Massachusetts held a meeting at Boston recently to celebrate on the Columbian exposition plans and take steps for a state exhibit of educational work and appliances, combining work from different parts of the state in a harmonious and proportionate whole.

Mr. Schindler offered an order before the Boston School Board that a committee be appointed to prepare a suitable exhibit of the work of the Boston public schools at the Columbian fair. The order was laid on the table.

At the Wisconsin State Teachers Association Supt. W. E. Anderson, of Milwaukee explained the plans and classification already announced by the Educational department of the World's fair. These plans cover the whole range of subject of primary, secondary and superior education, methods and statistics of instructions, school-houses, apparatus, models, appliances, text books, industrial training, science and art teaching technical and apprenticeship schools, education of defective classes, colleges, professional schools and government aid to education. Supt. Anderson thought the Wisconsin educational exhibit should be made a part of the national exhibit and not placed in the Wisconsin general exhibit. The Association expressed a concurrence of this opinion and authorized the president to appoint a committee of thirteen to make plans and arrangements for Wisconsin exhibit. Supt. Wm. E. Anderson, of Milwaukee is Chairman of the Committee.

A committee of ten educators appointed by the World's Fair Committee for Missouri has prepared a plan of exhibit, printed it in circular form, and sent it out to all the leading educators of the state. State Supt. Wolfe is chairman of this committee.

The State Teachers Association of North Dakota at its recent meeting passed the following as a resolution:

"We demand of the state board of World's Fair managers such just and equitable proportion of the state appropriation as the importance of the educational exhibit demands."

At a meeting of the school board of Baltimore, Md., a resolution offered by Mr. Mentz was adopted for the appointment of a special committee to request an appropriation of \$5,000 from the city to make a suitable school exhibit at the World's Fair in Chicago. The committee is to consist of the standing committees on the Manual Training School, Baltimore City College, female high schools, grammar schools, English-German schools primary schools and colored schools, together with the Mayor, president, superintendent, assistant superintendent and superintendent of supplies.

The Board of Education of New York City in its budget for 1882, asked for \$1,500 for an educational exhibit at the Worlds Fair. The Mayor raised the question whether the Board of Estimate had the power to appropriate money for that purpose. All seem to be agreed that \$1,500 would not be enough. The Mayor thought that the appropriation might effect the legality of the budget. He thought that the Board of Education should first go to the Legislature for permission. School Commissioner Gerard protested against the appropriation on the ground that if such an exhibition was to be made it should be made by the State as a whole and not by the city. He did not think the board had the power to appropriate school funds for the purpose. The item was not allowed.

The Maryland state executive committee of the Columbian Exposition will try to secure \$125,000 of the \$370,000 war tax returned to the state and effort will be made to secure the remainder for the state school fund?

SALARIES.

Tiffin, O., teacher in high school \$60.
Quincy, Mass., superintendent, \$2,200.
Lima, O., teacher of music \$40 per month.
Utica, N. Y., assistant librarian \$250 a year.
Bridgeport, Ct., teacher in high school, \$850.
Pawtucket, R. I., clerk of School Board, \$250.
Newton, Mass., janitor of high school, \$1,200.
Philadelphia, Pa., manual training teacher, \$1,000.
St. Paul, Minn., assistant in primary school, \$350 a year.

Erie, Pa., grade teacher, 1st department, \$29 per month; 5th department, \$31.

Milwaukee, Wis., professor of history at the high school, \$1,700; assistant teacher, \$800.

La Crosse, Wis., Miss Katherine Bruce, \$60 a month; teacher of music \$70 per month.

Tacoma, Wash., secretary of School Board, \$125 per month; teacher in a ward school, \$70.

San Francisco, Cal., principal of primary school \$110 per month; principal of evening school \$70 per month.

The Board at Salt Lake City employs a man to do scavenger work about all of the schools for \$75 per month.

Jersey City, N. J., salary of two janitors, \$1,200; of six, \$1,000; of four, \$900; of eleven from \$290 to \$25 per annum.

Columbus, O., C. W. Slocum, supervisor of penmanship, \$1,500 a year; janitor of library, \$12 a week; superintendent of buildings, \$1,800.

New Haven, Ct., teacher in 5th grade \$250 a year; teacher in high school \$800; teacher of German in high school \$750; secretary of school board, \$1500.

The superintendent of city schools of Memphis, Tenn., gets a salary of \$200 a month. The members of the Board of Education get \$250 a year, and the president of the Board gets \$500.

At Brainerd, Minn., the board decided that no teacher in the public schools shall draw salary for any time she may be absent during school hours, unless she has provided a substitute, subject to the approval of the Superintendent.

Rock Island, Ill., second year teacher of grade, \$45 per month. The Board ordered that in the event of the absence of teachers from school on account of sickness, they shall be allowed one half their salary during such absence, but that the limit of this allowance shall not exceed one month.

Toronto, Can., pays the following salaries: W. H. Ballard, inspector, from \$1,800 to \$2,000; Jas. Johnston, from \$750 to \$900; Principal Robertson, from \$1,600 to \$1,800; A. Patterson, from \$1,000 to \$1,100; J. T. Crawford, from \$800 to \$1,000; S. A. Morgan, from \$600 to \$750; H. O. Osman, mathematical assistant at Collegiate Institute, \$700.

IS THE BOARD TOO LARGE?

County Auditor Davey, of Youngstown, Ohio, thinks that the Board of Education of that city is too large. He cites the Board of Portland, Ore., a much larger city, as composed of only five members and thinks that with a smaller Board more efficient

work would be secured and the business be more closely scrutinized. He recommends the election of five members to represent the entire city, fixing their terms so that one or two could be elected each year.

TIED THE PRESIDENT'S HANDS.

At the first meeting of the School Board of Omaha this year, the Democratic members handicapped the Republican president by taking the appointment of the committees out of his hands. They passed a resolution providing that "at the first regular meeting in January, or at any meeting thereafter, but as soon as may be, the Board shall appoint fourteen standing committees to serve until the first Monday in January of the ensuing year."



Mrs. Addie B. Upham,
Member School Board,
Somerville, Mass.

Miss Callie Byrd,
Supt. of Schools,
Salem, Mo.

Miss Ella Herrick,
Supt. of Schools,
Emporium, Pa.

Mrs. Flora B. Ginty,
Chr. Wis. World's Fair Ed. Com.,
Chippewa Falls, Wis.

Mrs. Ida L. Geddes,
Member School Board,
Delavan, Minn.

Mrs. Frances Bardmass,
Member School Board,
Tuscaroro, Nev.

Miss Flora Mallory,
Principal of Schools,
Candelaria, Nev.

Mrs. M. E. Reynolds,
Sec'y School Board,
Fremont, Neb.

Miss Nora Smith,
Supt. of Schools,
Tuscola, Ill.

Mrs. Sophia L. Rice,
Member School Board,
Willmar, Minn.

Chicago, Ill., supervisor of sewing, \$1,100 per year.
Boston, Mass., teacher of physical training \$2 an hour.

Duluth, Minn., engineer for high school, \$100 per month.

Toledo, O., teacher in central building, \$70 per month.

St. Paul, Minn., teachers in evening high school, \$30 a month.

Jacksonville, Ill., janitors of all main buildings, \$25 per month.

Upper Sandusky, O., superintendent of schools, \$1,100 per year.

Hot Springs, Ark., principal of graded school \$100 per month.

PURE AIR FOR PUPILS.

INTERESTING TESTS OF VENTILATING IN THE PUBLIC SCHOOLS OF BURLINGTON, IA.

The School Board recently made a test in the South Boundary school of the system of ventilation which has just been installed there. This is the final test made of the above named school and the Sunnyside school, before completing the payment of the contract price to the contractors.

The days chosen have thus far been of a character unfavorable to the system, and the figures given may be considered as the least ventilation which may be expected of the system at any time. The guarantee in the South Boundary, given by the contractors, is to change the air four times every hour. In the Sunnyside to provide 1,300 cubic feet of fresh air for each pupil every hour.

The first tests made were November 20. The meter showed a change of air in South Boundary from eight to ten times per hour.

In the Sunnyside it was found that each pupil was provided with 1,770 cubic feet of fresh air in sixty minutes.

The next test was made November 23. The air at the South Boundary was found to be changing as follows:

- Room 1—Nine times per hour.
- Room 2—Five times per hour.
- Room 3—Nine times per hour.
- Room 4—Eight times per hour.

And in the Sunnyside the results were practically the same.

The third and last test made the other day in the South Boundary showed a change of air as follows:

- Room 1—9¼ times per hour.
- Room 2—9½ times per hour.
- Room 3—7½ times per hour.
- Room 4—8½ times per hour.

By this time the members of the Board were satisfied that the tests showed results far better than were guaranteed and a full and final settlement was made with the contractors.

Some idea of the enormous volume of air poured through a school ventilated in accordance with modern ideas may be gleaned from the following figures, which show the amount of fresh air delivered to the rooms during the last test:

- Room 1—97,140 cubic feet every hour.
- Room 2—90,060 cubic feet every hour.
- Room 3—78,860 cubic feet every hour.
- Room 4—90,900 cubic feet every hour.

Or a grand total of 356,460 cubic feet of fresh air passed through four rooms every hour to provide ventilation for some two hundred pupils, giving an average of 1,782 cubic feet for each child per hour. As the contract calls for but 164,528 feet it will be seen that the guarantee is more than fulfilled.

A description of the method used may be of interest. Two large and massive cast iron tubular

furnaces are set side by side in the basement, in a battery. Fresh air from three windows is admitted back of this battery. Passing through the furnace it is warmed to a moderate degree and is then conducted to the school rooms through brick flues 20x26 inches in size—entering the rooms at a point above the blackboards. The removal of the vast amount of air brought in is accomplished by a ventilating flue, one for each room, which opens into a hollow space under the floors of each room. Many openings are made into this space around the room. The air passes from the room through these openings, under the floor, into the flue, thence up into the outer air. So evenly is the air distributed and removed, and so well diffused, that no drafts are perceptible in any part of the room.

The work in these two buildings was done by the George H. Hess Company, a Chicago firm, at an expense to the board of some \$2000 for both schools.

CAN SCHOOL "MARMS" SEW?

Sewing school "marms" sat in one of the Chicago High Schools recently to the number of 800 and submitted themselves to an experiment. The board of education has awakened to the fact that sewing is almost as important to the future life of the mothers of the coming race as such practical arts as hydrostatics, psychology, and other branches of



F. HURD,
Member Board of Education, Bridgeport, Conn.

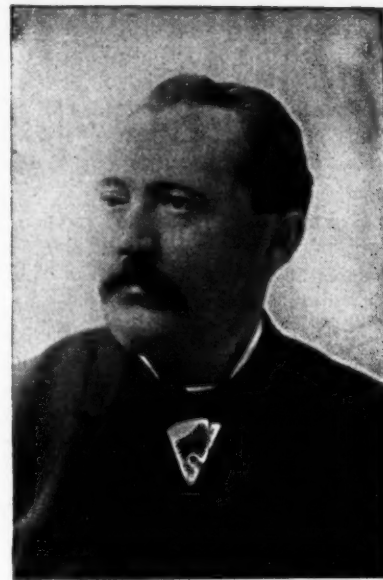
the school course. That is why it has been determined that sewing shall be taught in the public schools of the city and why the teachers braved the elements yesterday morning to be sat in judgment upon.

Each teacher brought with her a piece of white muslin, a piece of merino, needles, thread, scissors and thimble.

The tests were: 1. In the muslin make a one-inch hem. 2. Make a bias fell. 3. In the merino make a right angle cut and darn it. 4. Make a button hole in the hem. 5. Make a hole and darn it. 6. Draft a pattern for an apron. 7. Describe the first two lessons you would give to a class of beginners in sewing. 8. Have you ever taught sewing to a class?

CORPORAL PUNISHMENT UPHELD.

The Humane Society of Rochester, N. Y., sent a communication to the Board of Education requesting that corporal punishment be abolished in the public schools. The board concluded that the interests of the schools will not be promoted by prohibiting a resort to corporal punishment and instead offered the following: "Resolved, That while we are not in favor of frequent resort to corporal punishment as a means of discipline by teachers in our schools we are still opposed to the adoption of any resolution prohibiting it."



HENRY C. KLEMM,
Member of School Board, Newark, N. J.

ARE THE COURSES OVERLOADED?

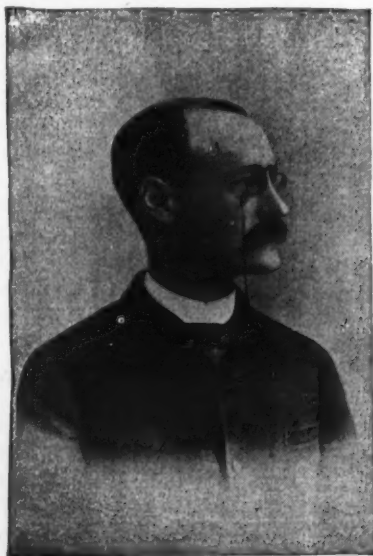
A committee was appointed by the Milwaukee School Board to investigate and report as to whether the courses of study in the graded schools were overloaded. For this purpose Supt. Anderson ascertained from each teacher the length of time given to the branches taught, from which he made out the following summary of the average of time given to the several branches per week in the eight grades, expressed in hours and minutes:

Time spent in preparation and recitation.....	31.15
Totals per week in all studies.....	24.22
Calisthenics.....	1.19
Drawing.....	1.53
Singing.....	1.26
Experimental Science and Phys. Geog.....	.56
Constitutions—U. S. and Wis.....	3.53
German.....	3.8
Physiology and Hygiene.....	1.54
U. S. History.....	2.6
Geography (place).....	1.51
Spelling.....	2.8
Language, Grammar, composition, essay writing.....	2.37
Penmanship.....	1.40
Arithmetic (written and mental) numbers, Bookkeeping.....	4.20
Reading, recitation and declamation exercises.....	3.25
Hours and minutes allotted to recesses.....	2.43
Hours and minutes spent in school inclusive of recesses.....	28.29

A PLAN TO PAY BETTER SALARIES.

Supt. Baillet, of Springfield, Mass., speaking of the higher inducement in the way of salaries in other vocations which are held out to teachers, suggests as a remedy, in part at least, of building larger school buildings, thus limiting the number of principals required. This would make it possible to pay the principals better salaries without additional expense, and would make the positions more attractive. He cites examples in other cities where this principle has been applied with successful results. Something must be done as young men and women of promise have many avenues open to them in which the same quality of work receives higher remuneration.

At Manchester, N. H., the high school has enrolled 5½ per cent. of the whole number of pupils, the grammar school 24 per cent., the middle schools 17 per cent., the primary schools 46½ per cent., the partially graded 3 per cent., and the ungraded 4 per cent. Average registration, 48 pupils to a teacher.



E. F. RIPLEY,
Chairman of School Board, Cohasset, Mass.

OUR SCHOOL BUILDINGS.

THEIR CONSTRUCTION, HEATING, VENTILATION,
SCHOOL HYGIENE, ETC.

By Valentine Browne, M. D., Yonkers, N. Y.

Some few years ago the board of education of New York city appointed a committee with power to award a valuable prize for the best plan of a school building. After carefully examining several plans, the one selected embraced the following general conditions:

First—At least two sides of the building should be freely exposed to light and air, for which purpose it should not be less than sixty feet distant from any opposite building.

Second.—Not more than three of the floors should be occupied for class rooms.

Third.—In each classroom not less than fifteen square feet of floor space should be allotted to each pupil.

Fourth.—In each classroom the window space should not be less than one-fourth of the floor space, and the desk most remote from the window should not be more than one and one-half times the height of the top of the window from the floor.

Fifth.—The height of a classroom should never exceed fourteen feet.

Sixth.—The provision for ventilation should be such as to provide for each person in a classroom not less than thirty cubic feet of fresh air per minute, which amount must be introduced and thoroughly distributed without creating unpleasant draughts or causing any two parts of the room to differ in temperature more than two degrees Fahrenheit or the maximum temperature to exceed seventy degrees Fahrenheit.

This means that in a classroom to contain fifty-six pupils twenty-eight cubic feet of air per second should be continuously furnished, distributed and removed during school hours. The velocity of incoming air should not exceed two feet per second at any point where it is liable to strike on the person.

Seventh.—Heating the fresh air should be effected either by hot water or by low pressure steam.

Eighth.—The fresh air should be introduced near the windows; the foul air should be removed by flues in the opposite wall.

Ninth.—Water closet accommodations for the pupils should be provided on each floor.

Tenth.—The building should not occupy more than half the lot.

Most of these recommendations are excellent, but in our opinion there are some very important features omitted, such, for example, as the location of the building in its relation to dampness and troublesome noises, the formation of classrooms and corridors, the location of drain pipes, water closets and other seemingly insignificant yet important details.

The school building should, in addition to complying with the above recommendations, be located, if possible, on a dry, porous soil, on a knoll or other elevation, away from noisy public thoroughfares and distant from shade trees, so as to permit free access of sunlight into every classroom.

In case the above named condition cannot be procured and a school building must be placed on a moist soil, the following suggestions should be adopted:

First.—The location of the building should be thoroughly drained by constructing a ditch outside of and lower than the foundation wall and then fill-

ters should not be placed directly on the wall, but the wall should first be furred, lathed and then plastered.

Fourth.—The cellar floor should not be more than three feet below the surface of the ground and the ceiling of the cellar or basement should be at least ten feet high, should be thoroughly lighted and ventilated and should not contain a single water closet, but should be kept scrupulously clean.

Fifth.—Cesspools and privy vaults (in the absence of sewers) should never be located at a less distance than seventy-five feet from the school building.

Sixth.—The class rooms should be, in addition to the conditions before referred to, separated by a corridor not less than ten feet wide and extending from front to rear of the building, and the school house itself should always front to the north or south, so as to have the classroom windows on one side face the east and on the other side face the west, thus securing sunlight in every room.

Seventh.—The building should not be more than three stories high, the two lower floors to be used for classrooms and the top floor for water closets and a gymnasium.

(To be continued.)

FAVOR THE LADIES.

The Richmond, Va., School Board has instructed the school committeemen that where there is more than one applicant for a public school and one is a lady, if she is competent to teach the school, and other things are equal in her favor, to give the school to the female applicant rather than to the male. They do this on the ground that a man is better able to look out for himself than a woman, and where a lady has been sufficiently diligent to prepare herself she ought to have this preference.

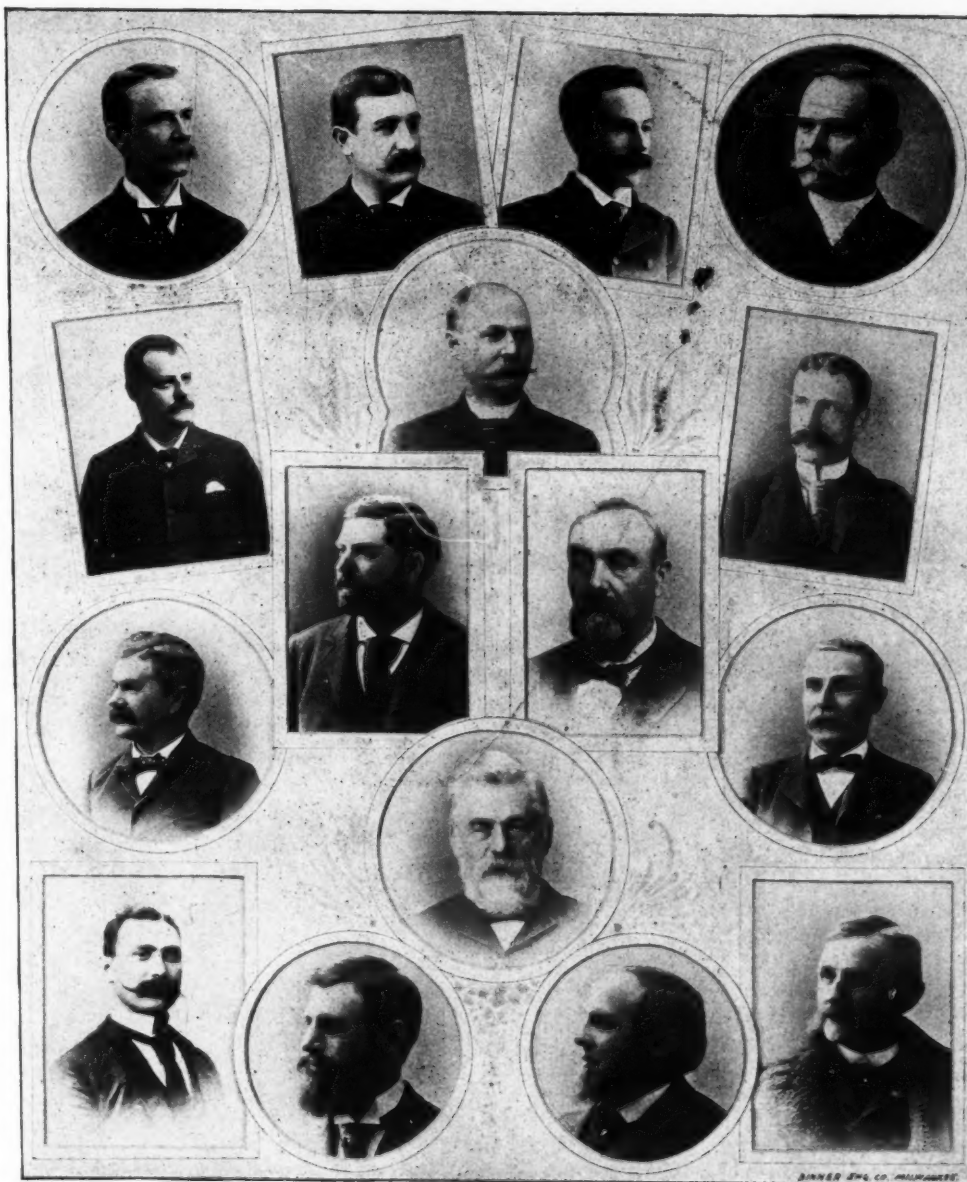
NO NON-RESIDENT
TEACHERS.

Commissioner Gerard, of New York, will propose the following amendment to the By-laws:

No person shall hereafter be appointed as a principal or a teacher in any of the public schools in the City

of New York who is not an actual resident of the State of New York. If any such resident teacher hereafter appointed shall cease to be such resident, such person shall thereupon be deemed to have resigned his or her place as such principal or teacher, which shall thereupon become vacant.

The State Teachers' Association of North Dakota at their last meeting passed the following: "Resolved, That it is the sense of this Association that it would redound to the educational advancement of the state should the next legislature enact a law providing free text books with the county as the unit of uniformity, and that we so petition."

Supt. Henry A. Wise,
Baltimore, Md.John E. Darding,
Baltimore, Md.Albert Marshall,
Baltimore, Md.Thos. P. Baldwin,
Baltimore, Md.Chas. J. Wiener,
Baltimore, Md.Dr. R. C. Canniff,
Sioux City, Ia.M. O. Connor,
Sioux City, Ia.Otway B. Zantzinger,
Baltimore, Md.W. R. Webb,
Sioux City, Ia.Junius E. Beal,
Ann Arbor, Mich.Wm. B. Smith,
Ann Arbor, Mich.L. Humbert,
Sioux City, Ia.John V. Sheehan,
Ann Arbor, Mich.Dr. Wm. R. Smith,
Sioux City, Ia.Joseph T. Jacobs,
Ann Arbor, Mich.

PROMINENT AMERICAN SCHOOL OFFICIALS.

ing it in with loose stone to a depth of from twelve to eighteen inches.

Second.—One or two similar drains should be made in the cellar and conveyed to a safe place to discharge. The cellar floor should be made water proof by not less than six inches of well rammed concrete, or by asphalt.

Third.—The foundation wall should be protected by a coating of asphalt, and a like coating or layer should be placed in the wall just above ground to prevent dampness from ascending. A hollow place should be left in the wall between the outer and inner layers of brick or stone so as to admit air and prevent moisture, and for the same reason the plas-

SCHOOL BUILDINGS OF PARIS.

The establishment, maintenance and management of the European public schools are so vastly different from the public schools of our own country that it is difficult for one to compare them.

No pains or expense has been spared to make the school buildings of Paris models of comfort and convenience (from a French point of view.) The new high school which occupies a large block of ground and is located near the Bois De Boulogne, the principal park of the city. The building is three stories with a row of class rooms extending around the entire block. These are so arranged that the light comes from the street side and in all cases at the left of the pupil, which is the ideal way of lighting a school room. On this point the European schools, not only of France but nearly all other countries are far ahead of the schools of our own country, and in some cases the lighting of a school room is governed by the laws of the country.

The front or principal entrance of the building has on one side a porter's (or as we would term it, janitor's) quarter, consisting of four or five living rooms for the use of his family. Here he also has a small stock of books, slates, pens, pencils, etc. which he sells to pupils as occasion offers. On the opposite side of the entrance is a large waiting room or parlor, where at the instruction of the porter I rested while my card (and pedigree) were sent to the head teacher, who after nearly an hour's time very kindly showed me through the building. It has a wide porch on the inside of each story, running entirely around the block, connecting with the different class rooms and acting as a sort of hall way. These porches are usually left open the entire year but in some instances they are enclosed during the more severe weather of the winter months.

The centre of the block which formed a large open space surrounded by the school building, has been cut into three parts by cross buildings making as many courts, each about 150 feet square. In the centre one is a handsome garden overlooked by the master's windows, the others are play grounds with a large covered play shed in the centre for rainy weather. At either end of this shed are water closets and urinals that while they have an open space of two feet between the walls and roof are very poorly ventilated.

This school building has accommodations for 1800 boys board in the building and are provided with books and their outer clothing by the school board, at a cost of 1500 francs or about \$300 per year. There are, however, a few free and half free scholarships. A free scholarship is given to pupils who in graduating from the primary school pass a perfect examination and stand 100 in all branches and the half free scholarships are given to those who average 95 or above, so that there is a small chance of a boy securing a free high school education unless his parents are able to pay for it and as the funds for the support of the public schools of Paris are raised largely from a city tax on produce brought inside the city walls rather than real estate taxes (which are very small) it is safe to say that 95 per cent of the population pay the expenses of high school education for not to exceed 5 per cent.

The first two floors of the building are mostly used for school rooms while the third is given up to sleeping apartments. The two cross buildings above mentioned as dividing the square into three courts are devoted to the principal's office waiting rooms, dining rooms, etc. The culinary departments are spotlessly clean and arranged with as much precision as in a hotel that would feed as many persons.

The school rooms are small, usually seating about thirty-two pupils, it being believed that a teacher cannot handle a larger number to advantage.

Ward rooms or cloak rooms are a thing seldom seen in Continental schools, but in their stead a

row of lockers about one foot square and two feet high are provided on the rear walls of the rooms. Study halls and recitation rooms such as we have in our American High Schools are a thing unknown. Their high schools are managed with single class rooms where the pupils study and recite.

The furniture, seats and black boards, are in a



H. M. WOODWARD,
Instructor of Manual Training, Milwaukee, Wis.

very primitive state in all the buildings that I visited. The blackboard is used only by the teacher and is usually a space about three feet by six feet painted black on the wall behind his desk. The school seats are stationary and usually from eight to twelve feet long and of the most primitive style, seating as many as five or six pupils on one bench.

F. S. ALLEN.

HIGH SCHOOL STATISTICS.

The following table, compiled by Supt. Baker, of Newport, R. I., shows the value of high school buildings and the actual cost of instruction in the several cities named, the amounts received



J. E. RIORDAN,
Prin. of High School, Sheboygan, Wis.

for tuition fees being subtracted from the total of salaries:

	Value of Buildings.	Public cost of Instruction.
Albany.....	\$200,000	\$21,907
Bridgeport.....	80,000	8,696
Brookline.....	—	7,700
Cambridge.....	270,000	30,569
Chelsea.....	85,000	9,075
Detroit.....	220,000	32,667
Fall River.....	—	19,093
Fitchburg.....	53,000	7,168

	Value of Buildings.	Public cost of Instruction.
Gloucester.....	100,000	9,000
Haverhill.....	100,000	8,650
Holyoke.....	—	7,600
Indianapolis.....	145,000	19,684
Keene, N. H.....	60,050	4,080
Lowell.....	47,000	13,349
New Bedford.....	132,000	12,846
New Haven.....	126,000	23,654
Newton.....	—	23,000
Northampton.....	50,000	4,500
Pawtucket.....	—	6,755
Portland.....	—	11,520
Portsmouth, N. H.....	—	4,244
Somerville.....	74,000	12,234
Springfield.....	130,000	15,220
Salem.....	—	11,200
Taunton.....	—	7,800
Woburn.....	—	5,000
Newport.....	30,000	3,907

Of the cities in the above list Lowell is building a \$200,000 high school, to replace the old one, valued at \$47,000; Lynn is replacing her present \$16,000 school by one to cost \$425,000. Of the two other cities on the list whose high school property is valued at less than \$30,000, one is taking action toward securing a \$100,000 school. Fall River has a very handsome and costly school, which was a gift to the city. Newton raises \$23,000 by taxation for the payment of teachers' salaries in the high school and the average cost per pupil is \$38.33. Newport raises \$3,907 and the average cost per pupil is \$26.32.

TEXT-BOOK NEWS.

The Malden, Mass., School Board adopted Meyer's History of Rome and Western Nations.

The Peabody, Mass., School Board is considering the adoption of the "American Citizen."

The New Britain, Ct., School Board adopted Young's book on astronomy instead of Ray's.

The Quincy, Ill., School Board has adopted Harper's First Book in Arithmetic for the primary grades.

Six sets of Kennedy's Dissected Mathematical Blocks have been purchased for the Cleveland, O., schools for \$96.

The Springfield, Mass., School Committee adopted Julian Hawthorne's book of American literature for the high school.

The Board of Education of Cohoes, N. Y. has purchased ten copies of "The Teachers' Anatomical Aid" for \$37.50 each.

The Northampton, Mass., School Board adopted Fiske's Civil Government for the high school, in place of Townsend's.

The School Committee of Fitchburg, Mass., is considering the adoption of Shaw's English Literature for the high school.

One hundred copies of Phyle's "Seven Thousand Words Often Misspelled" have been purchased for the teachers of Albany, N. Y.

Warren's New Physical Geography and Michaeljohn's Literature have been introduced into the High School of Lewiston, Me.

The committee on text books, of New Britain, Conn., reported favorably on "Young's Elements of Astronomy" for the high school.

A request from the third grade teachers to the Fall River, Mass., School Committee to place Hyde's Language Lessons in their hands has been postponed.

Monery's Elements of Civil Government and Peterman's Elements of Civil Government, have been placed in the High and Grammar school, of Dover, N. H.

The Brainerd, Minn., School Board substituted the Wentworth arithmetics for the Harpers. The supplementary readers, published by Ginn & Co., were adopted.

BOOK NOTICES AND REVIEWS.

THE AMERICAN CITIZEN, by Charles F. Dole. Published by D. C. Heath & Co., Boston.

We have here an attempt to present the principles and duties of American citizenship in a plain, common sense way, beginning with the simplest and working up to the most important—political, economic, social and international. There is nothing about the book so elaborate that a school boy or school girl will dread to undertake it, and yet it is quite comprehensive. It does not pretend to be learned or very philosophical. Every topic is presented in a clear, familiar style that attracts the attention, and the subject matter is arranged in a systematic, logical, natural order. Here are impressed upon the learner the familiar duties of the home and of every-day life—obedience, forbearance, charity, civility. The subject of duties in the school and behavior on the play ground appeals to the judgment of the pupil. There is emphasized the old-fashioned virtue which Young America of to-day is sometimes charged with forgetting.

Obedience to law is a condition of liberty. Every one must do his part. Doing for the welfare of the community promotes local loyalty and patriotism. Self dependence and the spirit of mutual concession will grow along with the liberty of thought and speech.

The town meeting to which Jefferson attached so

material, but it sets the learner to looking up the material for himself. History is often a dry study. It should be made one of the most interesting. The dead part can be made to live again. The imagination can supply some of the untold things of the past. Too often the manner of teaching does not encourage research. Referring to authorities for



GEORGE W. LIBBEY,
N. E. Agt. for Porter & Coates, Boston, Mass.

exact information should be one of the ends aimed at in all teaching.

This book is not a re-statement of the barren facts of history. It takes the learner by the hand and leads him to the very spots where the events occurred. It introduces him to the actors themselves who tell their own story. It shows him the libraries where he can for himself follow out the events and the careers of the actors. Instead of a vague, mystical, uncertain thing, history becomes a living reality, filled with the valuable lessons of experience, personal as well as national.

MANUAL OF PLANE GEOMETRY, on the Heuristic plan, by G. Irving Hopkins. Published by D. C. Heath & Co., Boston.

A large class of progressive teachers believe that the ordinary methods of teaching geometry are behind the times, and have been wishing they had a text-book which would compel students to do their own thinking. Well, here is the book. Some

of construction for advance work. It makes a valuable supplement to the ordinary geometry. The old division into books is not followed and the arrangement is improved in many respects. The conscientious teacher of geometry will not fail to examine this little book.

INDUSTRIAL PRIMARY ARITHMETIC, by James Baldwin, Ph. D. Published by Ginn & Co., Boston.

Glancing through this little book one wishes he might go back and learn his arithmetic again. Here pupils weigh and measure, buy and sell, keep accounts and make out bills, troubled a little about processes and less about reasons—finding their own way to results. Working only with the real things of everyday life, and giving no time to things not of practical value to everyone, children not only do not lose interest but get the facts and training necessary in the ordinary walks of life in this industrial age, before the time when so many must leave school. We do not see where a line could be omitted—or where one need be added. Teachers will like the arrangement of the book. One half of each page is class work, the other half seat work. Each lesson grows naturally out of the preceding lesson. Typographically it is perfect.

FIRST STEPS IN SCIENTIFIC KNOWLEDGE, by Paul Bert. Published by J. B. Lippincott & Co., Philadelphia.

One of the best evidences of the value of this little work is the fact that children always enjoy it,



CHANCY F. NEWKIRK,
Western Agt. Houghton, Mifflin & Co., Chicago, Ill.

much importance, is the educator of the people in the practice of self-government. "The public assemblies in Athens made the common people as intelligent and capable a body of men as the English House of Commons" says the historian Freedman.

Many practical subjects and some open questions are discussed briefly, but clearly and candidly. The discussions are suggestive. A pleasing feature of the book is the plain saxon words and the short pithy sentences in which it is written.

It is not only a valuable text book for the schools, but it ought to be in every family in the country for the information it contains as well as the sound principles it teaches.

This book has recently been adopted as a text book by the University of Wisconsin and by the State Normal School at Oshkosh, Wis.

STUDIES IN AMERICAN HISTORY, by Mary Sheldon Barnes, A. B. Published by D. C. Heath & Co., Boston.

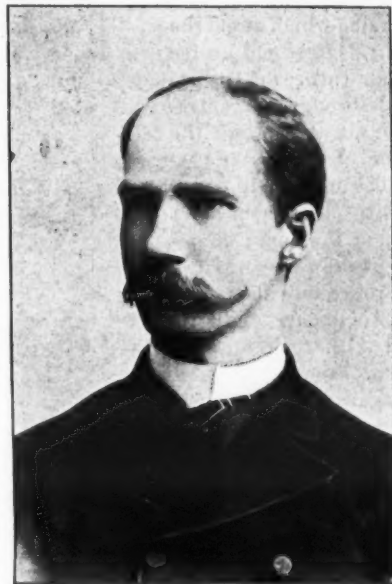
A good deal of teaching is done by using the types and symbols of things instead of the things themselves.

This book is an effort to give the learner a glimpse of a few of the original events in the outlined procession of American History. It aims to furnish some of the material with which to clothe the naked skeleton. It cannot furnish all the ma-



LUCIEN V. LA TASTE,
Gen. Agt. University Publishing Co., Montgomery, Ala.

demonstrations are given—as models, or to avoid discouraging the student. Others are begun and left for the student to finish, but generally he is thrown on his own resources, both in construction of diagram and demonstration. The book is rich in practical problems of computation and problems



D. A. FRASER,
Western Mgr. Educational Pub. Co., Chicago.

though on a subject usually voted dry. Before it was translated into English 500,000 copies were sold in France in three years. The American editor has adapted it to American schools and corrected some errors concerning American natural history. The book is divided into seven parts, covering the whole range of scientific knowledge—animals, plants, stones and rocks, physics, chemistry, animal physiology, vegetable physiology. The author's method of presentation is exceedingly clear, and in this he is greatly assisted by the copious illustrations. It would be difficult to find anywhere else so much knowledge in so attractive form within the covers of one small book. We hope it will be generally introduced in America. Too many American children leave the schools before getting any scientific knowledge whatever.

IMPROVED BOOK-KEEPING AND BUSINESS MANUAL, by J. H. Goodwin, New York.

It has always seemed to us that a great deal more time is given to the study of book-keeping than is necessary to learn all that anyone can learn of actual business from a book. The work before us proposes to reduce the time to one hundred hours, without a teacher. By its methods certainly no very great amount of time need be consumed—the fundamental principles of book-keeping are very simple and the number of business forms in general use is limited. It's worth looking into.

HOW TO OBTAIN PURE WATER.

The question of pure water has been solved to the entire satisfaction of the School Board of Lockport, N. Y. H. S. Chapman, a member of the board, says:

"We have completed a fine new Union School building at an expense of \$91,000 and though we have the Holly system of waterworks, it is probably the most impure and unsatisfactory water of any in the state. The water supply is taken from the Erie Canal, which receives a vast amount of sewage before it reaches us, and contains also considerable eel grass, which is continually clogging and stopping up the pipes. Yet that water is turned into the building absolutely pure. The Board contracted for a No. 3 Center pressure filter (manufactured in this city) at an expense of \$200. This filter is located in the basement of the building and is connected with the street water mains, which have sixty pounds pressure to the square inch. The water enters the filter at the bottom where it passes through fine strains which stops the flow of eel grass and coarse material, thence it passes upward through a central cylinder about one half the diameter of the outer casing. The inner cylinder is filled with coarse sand. At the top of the inner chamber it passes over into the filter proper, outside of the central cylinder. This is packed with finer filtering material, sand, etc. The water again enters the pipes at the bottom of the filter, and thence through the building. Every particle of water used in the building is as pure and sparkling as spring water. The filter is so constructed that by reversing the current of water the sand is washed and cleansed. This process, to secure the best results, is necessary once in five or six days, and takes the janitor about twenty minutes to give it a thorough cleaning. This has been so entirely satisfactory that the committee has recommended the purchase of a second filter for the Walnut street school, and within a year or two they will doubtless be in use in all the school buildings in the city. The question of pure water is of ever greater importance than ventilation and one to which the school boards should give due consideration. No well water is fit for use without being filtered, and though a pressure filter is not adapted to any work except in connection with a water works system, small filters can be purchased for wells."

HONORS AWARDED GRADUATES.

In his report to the School Board, Supt. W. E. Buck, of Manchester, N. Y., makes the following statements in regard to honorary positions upon commencement programmes: "The award should

be made on the basis of scholarship, instead of scholarship and deportment combined, for the reason that the scholarship record is not made from a uniform standard. It is the result of the combined reports of several different teachers whose judgments differ. It is unjust to award honors upon any record resulting from marks compiled from varying standards. It is neither just nor right to base awards upon tabulated averages of scholarship of the entire senior class without agreeing to the provisions of the course of study received. There is not only a wide difference in

SUPERINTENDENTS TO WALK BY RULE.

The School Management Committee of Toronto, Ont., has recommended the following duties for supervising principals, which created much discussion pro and con:

1. They shall visit the schools of the respective districts each school day from 9 a. m. to 3 p. m., for the purpose of examining classes and directing the teachers in accordance with instructions to be given monthly by the senior inspector, under the authority of the School Management Committee.

2. They shall be on duty in their offices from 3.30 to 4.30 each day.

3. They shall meet the inspectors once a month on Saturday, for the purpose of making a written report on the work of the previous month, and to receive instructions for the work of the succeeding month. They may be called to meet the senior inspector at other times for special business.

4. They shall prepare the examination papers for the promotion examinations at the close of each school term under the direction of the inspector and generally aid him in the supervision of the schools, under the direction of the Committee on School Management.

5. The supervising principal, in visiting any school, shall consult with and advise the principal of the said school as to the condition of the classes he has examined and as to the efficiency of the teachers in charge, and shall, when necessary, exemplify methods in the various classes rather than confine himself to merely watching, teaching or examining classes.

6. They shall examine the registers and other record books in all the schools, and report whether they are kept in accordance with the instructions of the board.

7. They shall supervise the promotions of pupils in their districts and report cases of a special character to the inspectors for decision.

8. They shall report each month whether any pupils in their districts have been unable to obtain admission to the schools they should attend.

9. They shall deal with all cases of suspension in their districts, beyond the jurisdiction of the principals of the schools, subject to appeal to the inspectors.

10. They shall make transfers, when necessary, of pupils residing on the boundary line between school districts, and also of those removed for expediency, excepting in both the cases specified those cases involving transfers from one supervisor's district to another, and report the same monthly.

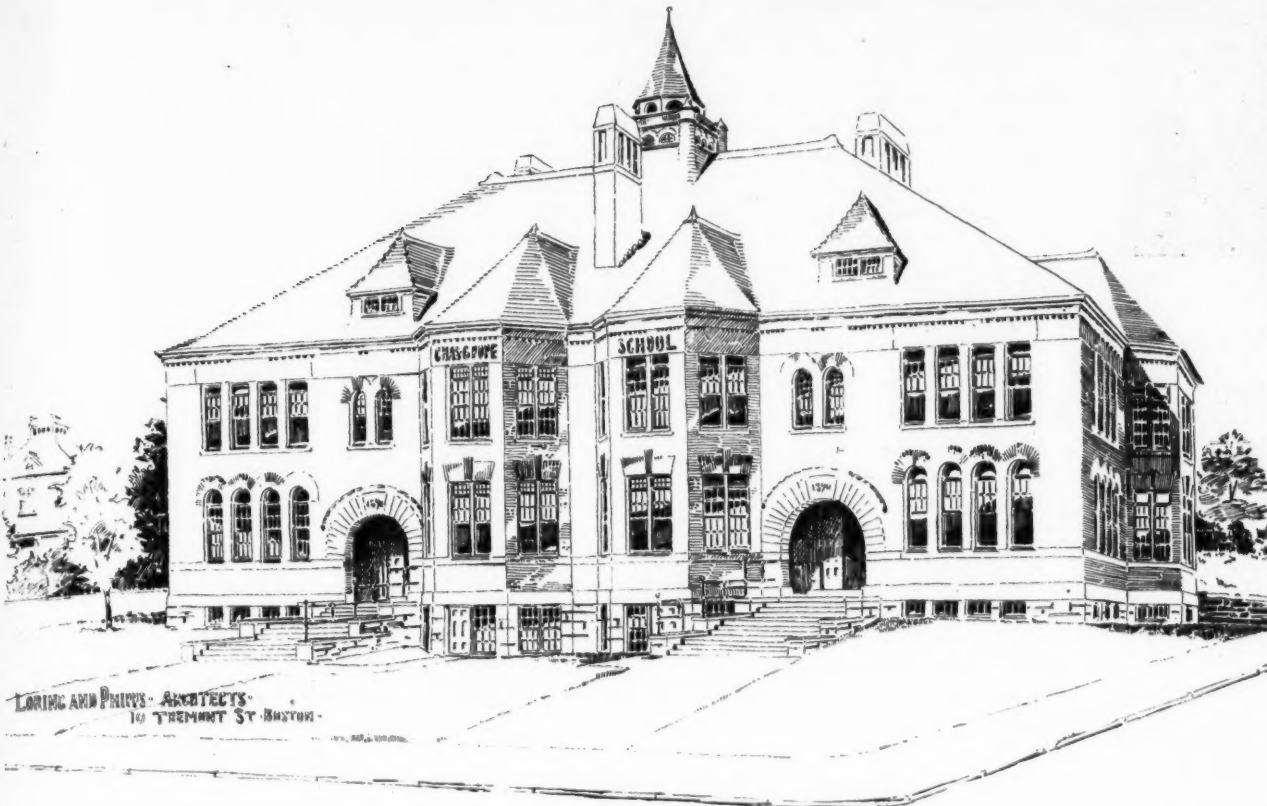
11. They shall each lecture to the teachers in training in the city model school for one hour each week.



A. J. Gallagher, Shenandoah. Supt. W. W. Cottingham, Easton. Supt. J. W. Leech, Ebensburg.
L. R. Fowler, Danmore. Supt. L. A. Freeman, Shenandoah.
J. P. Welch, A. M., Bloomsburg. David Torrence, Pittsburg. J. O. Knass, Allentown.
Supt. J. A. Myers, Mt. Veytown. John S. Taggart, New Castle. A. E. Eyster, Harrisburg.
Wm. H. Day, Harrisburg. Thos. D. Keller, Pittsburg. James McMillen, Pittsburg. Geo. J. Luckey, Pittsburg.
W. D. Stauffer, Lancaster.

PROMINENT PENNSYLVANIA SCHOOL OFFICIALS.

the character and the degree of difficulty in the studies taken by different members, but pupils are taught, examined and marked by different sets of teachers. To insure fairness, I would tabulate the scholarship average of each of the four divisions of the senior class separately, having the names of those ranking first and second in each division printed as such upon the programme, the graduating exercises from the eight pupils thus ranking as first or second, the teacher should select the valedictorian and the salutatorian without consideration other than to secure those who would perform their parts most acceptably."

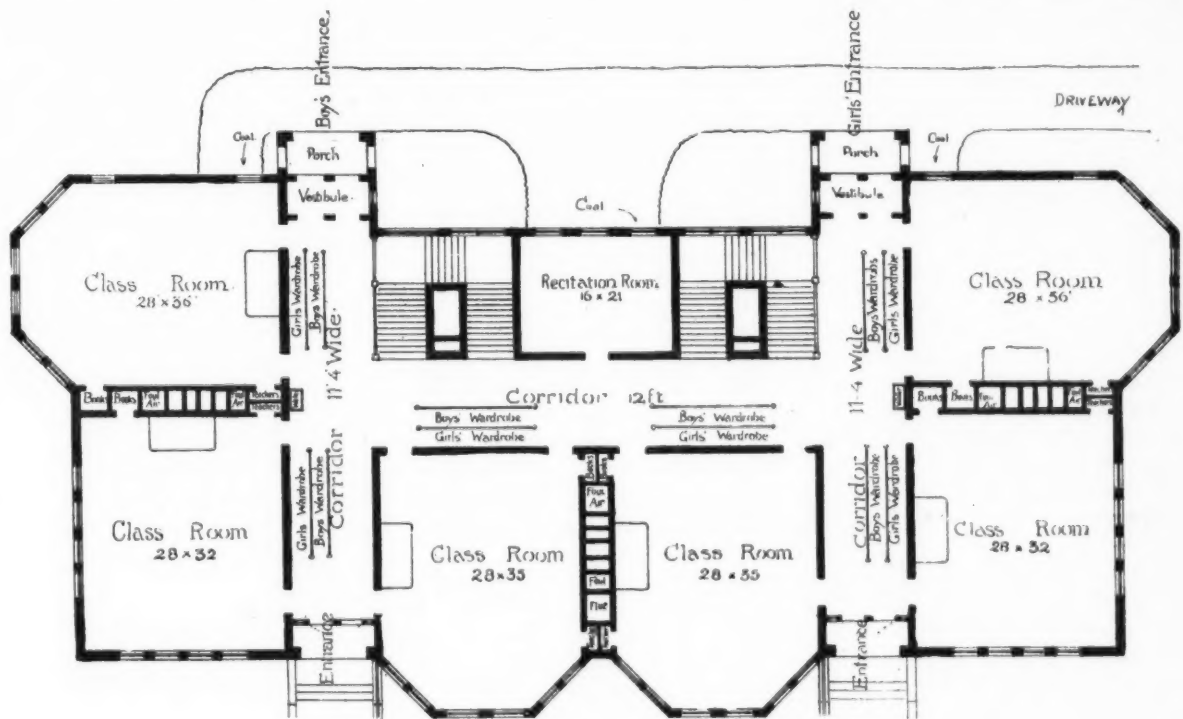


CHAS. A. POPE SCHOOL, SOMERVILLE, MASS.

ANOTHER HANDCUFFED BOARD

The Malden, Mass., School Board makes the following interesting report, embodying a vigorous protest:

"If a school house is to be built, the school committee sends a request to the city council. This request is read in both branches, and referred to the committee on public instruction. That committee considers the matter, obtains plans, selects a site, and reports to the city council. If the report is accepted, a special building committee is appointed, contracts are made and the work given out. The school committee is not consulted officially as to plans or location, and before the building is turned over to the school authorities the city council selects a name for the edifice. When repairs are needed in school buildings, no matter how trivial, the teacher must notify the sub-committee for that school, and the sub-committee, the committee on public property or inspector of buildings. This occasions many delays which might be avoided if the whole matter was placed in the hands of the school committee."



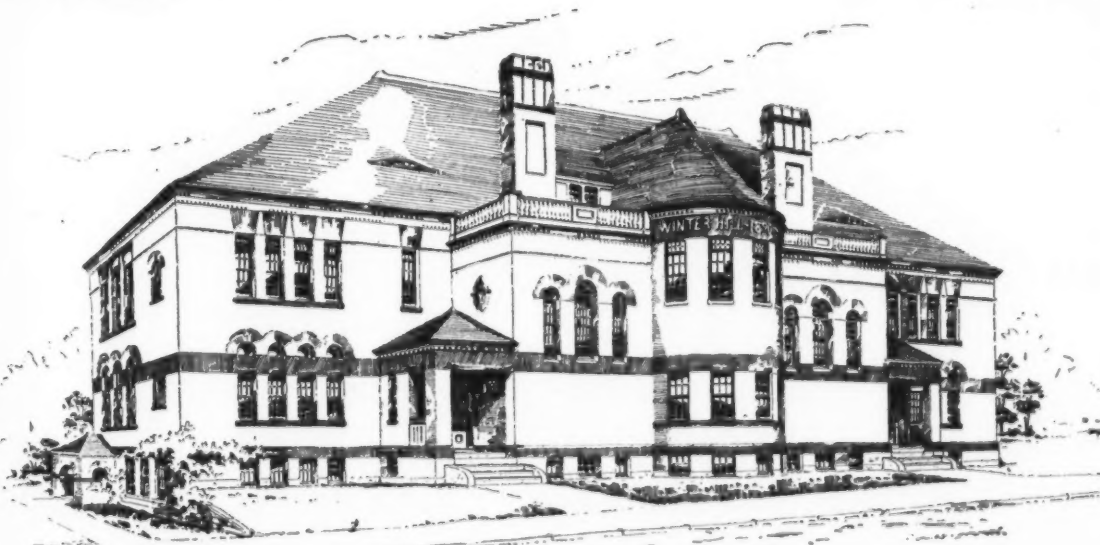
FLOOR PLAN OF CHAS. A. POPE SCHOOL.

irresponsibility on the part of the committee, and would very likely not infrequently have a healthy influence upon its action.

OF WHICH MISDEMEANOR GUILTY?

In Oakland, Cal., the Board of Education has passed a resolution requesting the resignation of all women teachers with "able-bodied husbands." The school laws of California declare that teachers holding city certificates, when elected, can be dismissed only for insubordination or for "immoral or unprofessional conduct, profanity, intemperance, or evident unfitness for teaching," and the question at once suggests itself, which of the above misdemeanors is supposed to include the possession of an "able-bodied husband."

The Detroit School Board will submit the question of the adoption of free text books at the next general election.



WINTER HILL SCHOOL, SOMERVILLE, MASS.



SCHOOL BOARD ITEMS.

At Salem, Mass., the dog tax goes into the school fund.

The Boston School Board will establish a free city university.

The request for a one session high school at Dayton, O., was tabled.

The Rochester, N. Y., Board of Education will employ a purchasing agent.

The Omaha, Neb. School Board has decided not to pay teachers for holidays.

The School Board of Joliet, Ill., contemplates introducing music into the schools.

The school board of Winona, Minn., charges fifty cents a month for non-resident pupils.

The board of Wichita, Kas., will watch carefully the amount of fuel used by each janitor.

The school board of Peoria, Ill., has placed a fire alarm box in each of the school buildings.

The School Board of Columbia, Pa., will prosecute every dealer found selling cigarettes to boys.

The School Committee of Brocton, Mass., will introduce book-keeping into the grammar schools.

Atlanta, Ga., will establish three or four evening schools next year instead of the one now in session. The School Board at Easthampton, Mass., will hereafter pay teachers monthly instead of quarterly.

Philadelphia will get a clear million dollars from the state the coming year for public school maintenance.

The total amount of deposits in the school saving bank of Lock Haven, Pa., during the fall term, was \$940 40.

The Boston School Board opened its first meeting this year with a prayer by Rabbi Solomon Schidler, one of its members.

At Pawtucket, R. I., the truant officer is required to be present at each regular meeting of the School Committee.

The school laws of California appropriate \$50 a year to cities of one thousand school children for the purchase of library books.

A recommendation made in the Chicago School Board to maintain a teacher in the County Jail for juvenile prisoners was lost.

At a recent board meeting at Cleveland, O., objection was made by one member to allowing unmarried men on the school board.

The School Board of Marlboro, Mass., has called the attention of the City Council to the inspection and insurance of boilers in the school buildings.

The Swedish system of physical culture has been adopted at Portland, Me., for their primary grades and the German system for the grammar grades.

The Cleveland School Board purchased analine crystals and has the ink made for the schools.

The Board of Education of Lockport, N. Y., has requested five-hundred dollars from the state funds for the purchase of apparatus and library books.

Mr. Mitchell of Washington, D. C., is of the opinion that the valuable property in the school buildings ought to be insured as well as the buildings.

A substitute teacher is regularly employed in the Central High School at Cleveland, O., who does clerical work in the office when not engaged in teaching.

The laws of Mass., provide that resignations from the school committee shall be filled by a joint convention of the school committee and the board of aldermen.

Several progressive Cincinnati ladies are preparing a bill to submit to the present Legislature providing for the appointment of lady members of the School Board.

The School commissioners of Syracuse, N. Y., decided to comply with the request of the Fire Marshal that all doors in the school-houses be made to swing outward.

The expense per pupil at Fitchburg, Mass., during the past year, based on whole number is, \$17.15; based on average number belonging, \$22.18; based on average daily attendance \$23.90.

Health Officer Dunn of Oakland, Cal., asked the board to have certain pamphlets giving instructions upon contagious diseases distributed to the pupils in the schools. His request was granted.

The School Committee of Quincy, Mass., has accepted the plans of an oblong school building instead of a square one upon the grounds that the former affords more light and ventilation.

It is estimated by the Committee on Accounts that Boston will spend \$20,000 more than last year for salaries of high school instructors allowing one, largely to the increased number of pupils.

The Lowell, Mass., School Committee is wrestling with the question whether to send truants to the reform school or establish a truant school. The matter will be presented to the city council.

The Lowell, Mass., School Committee is considering means whereby a boy desiring to enter a public school from a parochial school, or the reverse, would be obliged to have a suitable transfer.

Bristol, Tenn., shows educational progress. They have just completed the erection of a \$20,000 school building, next year will pay \$15,000 for buildings, and the Presbyterian denomination will build \$50,000 college.

The new city ordinances of Somerville, Mass., provide that the appointment of school janitors their salaries, and their responsibilities shall rest with the committee on public property of the city council.

The Board of Education of Rochester, N. Y., will urge the legislature to amend the City Charter so as to permit the appropriation of a sum not exceeding twenty-five thousand dollars for repairs upon school buildings.

It is proposed by the Board of Education of New York City to abolish the office of Auditor, now held by Geo. T. Balch. Should this come to pass the duties will be performed by clerks in Mr. McMullin's department.

The majority of the superintendents of Massachusetts upon written inquiry expressed themselves as being unfavorable to military drill, the feeling seeming to be that a good strong system of gymnastic exercises was preferable.

The Columbus, O., School Board has sold to N. W. Harris Co., Chicago \$85,000 per cent bonds for \$540 premium and accrued interest from date of bonds Dec. 1st 1891 to date of delivery. Money so raised to be used in erecting new buildings.

The members of the School Board of Texarkana, Ark. have published a card over their signatures asking the support of all good citizens in suppressing the pernicious practice of shooting crabs and gambling so prevalent among school children.

All bids accepted by the Grand Rapids School Board for their new high school building must be accompanied by a certified check of two hundred dollars, which will be forfeited to the Board should the successful bidder fail to perform his contract.

Mr. Revell of the Chicago School Board says there is too much work done in committees where none but the members of the committees know its nature. "There should be fuller and freer discussion of matters of importance by the School Board."

The Malden, Mass., School Board has appointed a committee to make arrangements for the members of the board their husbands and wives, and the secretary and superintendent, to hold a reunion and to organize an association to perpetuate pleasant remembrances.

Superintendent Powell says that some of the members of Congress think the government might as well insure its own buildings; that is not put insurance on them at all. The insurance on school buildings is very low—only one-tenth of 1 per cent—and is awarded by contract.

The report of the Manchester, N. H., Board contains the following: "The five-hour day was established because of the constant brain work required, but now that so many manual exercises are interspersed we may well consider the advisability of a longer school day, and also a longer school year."

The Rochester, N. Y., School Board voted to ask the Common Council to favor an amendment to the City Charter providing an auditor and purchasing agent for all the city departments, and an amendment giving the Council power to assign a sum not to exceed two thousand dollars annually for the library.

Complaint is made that the catechism has been taught at Stillwater, Minn., in the school transferred from parochial to state control. The contract made between the church and the School Board provides that these schools shall be directly under the control of the local School Board, hence must be unsectarian.

At Utica, N. Y., a contract was made for heating the school buildings even if it took more furnaces. The School Board refused to pay the first bill presented by Russell Wheeler, Son & Co., because the furnaces put in did not heat the buildings. Next winter this firm repaired the furnaces and charged seven cents per pound for casting. The Board will make them live up to their contract.

DRAWING. NEW BOOKS MANUAL TRAINING.

They are made by LANGDON S. THOMPSON, recently Professor of Drawing in Purdue University, and now Supervisor of Drawing in the Schools of Jersey City, and are accompanied by an abundant supply of apparatus.

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ADVANCED FREE-HAND SERIES (V-VIII),	1.50 " "
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The following series are in preparation: -Historical Ornament, Decorative Design, Geometric, Orthographic Projection, Perspective Series.

The following estimate of the series, volunteered by Dr. E. E. WHITE, recently Superintendent of Schools in Cincinnati, ought to have weight with those who know Dr. White's wide survey of this field:

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D. C. HEATH & CO., PUBLISHERS, 5 Somerset St., Boston. 3 East 14th St., N. Y. 86 Wabash Ave., Chicago.

MT. AUBURN, CINCINNATI, O., March 4, 1891.

I deem it a decided improvement over the "mixed" series of other systems. The attempt to combine free-hand, model and-object and mechanical exercises in the same book results in superficial work.

It seems to me that Prof. Thompson has adopted the true plan. Pupils can complete a book in the Free-Hand Series in half a year, and another in the Model-and-Object Series in the succeeding half year; and a half year is not too much time for the exercises in either of these two series.

I am also glad to see that Prof. Thompson's books are on the right basis—that of true esthetic training. This basis promises the best results, even in industrial directions.

If I am a competent judge, Professor Thompson's books not only embody the results of the most promising experience in drawing instruction in our schools, but they are in harmony with the present strong movement toward better artistic training through drawing. I am very confident that this new system will prove a decided success.

TEXT BOOK NEWS.

"Duty and Ethics for Young People" have been placed on the Sacramento, Cal., library list.

The Marlboro, Mass., School Board voted to purchase Winsor's Narrative and Critical History of America, (8 vols., \$44.) and Ridpath's History of the World, (4 vols., \$22.) for use in the high school.

The Syracuse, N. Y., School Board adopted Principal C. E. White's book of problems for use in the primary department, and the superintendent was instructed to procure a sufficient number for the use of one grade. This will necessitate 1,000 copies, and will cost 33 $\frac{1}{3}$ cts. per copy.

The Worcester, Mass., School Board recommended the purchase of three copies of Hadley's Greek grammar, one copy of Centenreith's Homeric Lexicon, three copies of Hogue's Attic Verbs, three copies of Gow's Companion to School Classics, three copies of Genung's rhetoric, for the high school, and fifty copies of David Copperfield.

A fight was recently made in the Columbus, O., Board to prevent the adoption of Myer's History, it being claimed by Catholics that it was unfair and untrue in its treatment of the Church in the middle ages. After a warm discussion, extending over a period of two months, it was shown that Myers' History was an excellent work, nicely arranged, and its statements regarding the Church were proven by the highest authorities, both protestant and catholic, and the book was adopted for high school work for five years.

Supt. Daniels recommended to the Malden, Mass., School Committee that Baldwin's arithmetics be placed on the desks of the teachers in the primary grades. The committee on text-books and course of study, recommend the adoption of the following works as supplementary reading in the grammar schools: Taking of Louisburg, Battle of Gettysburg, Picturesque Geographical Readers, The World and Its People, Stories of Industry, Information Reader, Civics for Young Americans. For use in the high school as supplementary reading, Eastern Nations and Greece and the History of Rome are recommended.

The School Board of Salisbury, Md., contemplates a change in text-books. The Board has not in the last eleven years made more than one change. The readers now in use were introduced in 1880, by a free exchange. Since then, Quackenbos' Grammars have been exchanged for Whitney's and Knox's Language Lessons for Reed and Kellogg's Higher Lessons in English. Following that a free exchange of spelling books, then a free exchange of arithmetics, Ficklin's for Davis', and in 1890 an exchange of geographies, Appleton's for Cornell's, the publishers charging a difference of eight cents on the primary and fifteen on the higher work. The change of physiology was necessary in order to comply with an act of the State Legislature, requiring the subject to be taught from text-books published in the state.

The text-book committee of Cleveland, O., recommends that the committee on supplies purchase two sets each of the following books, for the B. grammar schools: "Poor Richard's Almanac," by Franklin; "Sharp eyes and other Stories," and "Birds and Bees," by John Burroughs; "Tanglewood Tales," and "Wonder Book," by Hawthorne; "Hunting the Deer," by Charles Dudley Warner; "My Hunt after the Captain," by Holmes; "Waste not, Want not," by Eldridge; "Courtship of Miles Standish," by Longfellow; "Rip Van Winkle," by Irving; "Succession of Forest Trees," by Thureau; "Washington's Rules of Conduct," "Tales of the White Hills," and "Sketches," by Hawthorne; and "Snowbound Among the Hills," by Whittier. At its last meeting the Board of Education authorized an expenditure of \$200 for the purchase of these books. The volumes are small, and can be read in about six weeks. Then they will be passed on to other classes. The cost to the board for each pupil will be about 12 cents a year, or 2 cents a volume.

THE UNITED STATES SCHOOL FURNITURE CO.

This company has just organized for the purpose of placing on the market the output of the largest and best known school furniture factories in the country. In addition, it will make a specialty of all kinds of school supplies—blackboards, globes, crayons, maps, charts, erasers, etc., which it means to manufacture or purchase in such quantities as to be able to offer them at prices very much reduced from those heretofore ruling.

For school desks, it hopes to establish fair selling prices, above which none of its agents will be allowed to go. Prices of school desks have varied unreasonably, in the past, and manufacturers have been forced to ridiculously low figures to introduce their goods or protect their friends and customers. If this new company succeeds in establishing reasonable prices throughout the country, varying only according to quality and quantity of goods, they will of course be welcomed by school officials and taxpayers. Should they at any time attempt to monopolize or control the business, at the expense of the public, other manufacturers are ready to step in and protect the public from extortionate prices.

This company proposes to publish its prices, and their unequalled facilities for manufacturing and the enormous saving in expense of selling which such an organization makes possible, should enable them to make close figures. These prices may not in every instance be as low as have ruled, but the average price of school desks throughout the country should be lowered and the average quality improved.

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Address, SCHOOL BOARD BUREAU,
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TEXT-BOOK ADOPTIONS.

D. C. Heath & Co., report the following as some of their introductions during the past fall:

Sheldon-Barnes' United States History:—State University of Wisconsin, Oshkosh, Wis., Normal School, St. Cloud, Minn., Normal School, Simpson College, Indianola, Iowa, Cook County (Chicago), Normal School, State Agricultural College of Kansas, Springfield, Nebr.

Hyde's Practical Lessons in English:—The entire State of Missouri, Nebraska City, Lincoln and Seward, Nebr., Joliet and Evanston, Ill., Muscatine, Maquoketa and Ottumwa, Iowa, The Territory of New Mexico.

Dole's "The American Citizen":—Library List of Wisconsin, State Normal School, Carbondale, Ill., Mitchell and Marshall Counties, Iowa, Muncie, Ind., Lincoln, Seward and Wymore, Nebr., Traverse City, Mich., The State Teachers Reading Circle of Illinois.

Hawthorne and Lemmon's American Literature:—Princeton, Ill., Hudson, Wis., Fulton, Mo., Stillwater, Minn., Nebraska City, Nebr.

Joynes-Meissner's German Grammar. — High School, Evansville, Ind., North-Western University, Evanston, Ill., High School, Charlotte, Mich., High School, Owatonna, Minn., High School, Davenport, Iowa, State University of Iowa, High School, Lincoln, Nebr.

Williams' Rhetoric and Composition:—Kenyon, Minnesota; Rogers, Arkansas; Marion, Iowa; Columbia, Missouri; De Pere, Wisconsin; Sturgeon Bay, Wisconsin; Wabash College, Crawfordsville, Indiana; State University of New Mexico.

PRINCIPAL WANTED.

By March 1—Principal of school for nice town in Wisconsin. Write School Board Bureau, Chicago.

ADDITIONAL BOOK REVIEWS.

CHRISTOPHER COLUMBUS AND HOW HE RECEIVED AND IMPARTED THE SPIRIT OF DISCOVERY, by Justin Winsor. Published by Houghton, Mifflin & Co., Boston.

This book is the most extensive, systematic treatment we have seen of Columbus's efforts and achievements, including his biography, a description of his early life and home, and a chapter explaining the sources of his information. It is profusely illustrated, and of especial interest to those wishing to study early American colonization exhaustively.

VERY MUCH NEEDED.

Almost every school room in the United States needs something to purify the air, and in these days of La Grippe and fevers it becomes a very serious matter. We commend to school boards a trial of the "Haven Air Purifier"—see advertisement in another column. It seems to be meeting with remarkable favor everywhere and costs next to nothing. Write to Mr. Haven, 38 Plymouth Place, Chicago, tell him where you saw this, and you will thank us for this suggestion.

SCHOOL BLINDS.

The Venetian Blind Co. seems to have been doing a lively business, east and west.

H. B. Dodge & Co., their western representatives, 63 and 65 Washington St., Chicago, have recently fitted up over thirty of the finest school buildings in Chicago, besides such schools as Rock Island, Joliet and East St. Louis, in Illinois, Milwaukee, Racine, Appleton and West Superior, in Wisconsin, St. Paul, Minneapolis, Duluth and Stillwater, in Minnesota, Dubuque, Des Moines, Sioux City and Council Bluffs, in Iowa, St. Louis, Kansas City and Springfield, in Missouri, and so all through the west and south.

We like to see a good thing succeed.

The Haven Air Purifier will stop all that. See ad.

Frank E. Plummer, President of Secondary Department of the "N. E. A.," Des Moines, Ia., is making up the programme for the July meeting of the National Educational Association at Saratoga. He invites suggestions as to most fruitful subjects for presentation and desires nominations of prominent educators, to appear on the programme. He wishes all educational people to feel free in making suggestions and nominations.

Have you read our premium list on page 8?

TRUANCY.

Supt. Whitcomb, of Lowell, Mass., thinks that it would be a good thing to have the truant officer, whose services were especially valuable at this season of the year, invested with the authority to go into the mills, factories and mercantile establishments of the city himself and not to have to take the word of the overseers. While many of them were perfectly honorably, he knew of others who had lied about the people in their employ. He did not think that the truant officers would have to use this authority very often but it would be "a good thing to have in the house." His suggestions were adopted by the Board.

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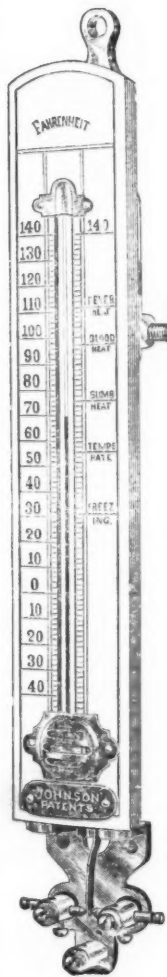
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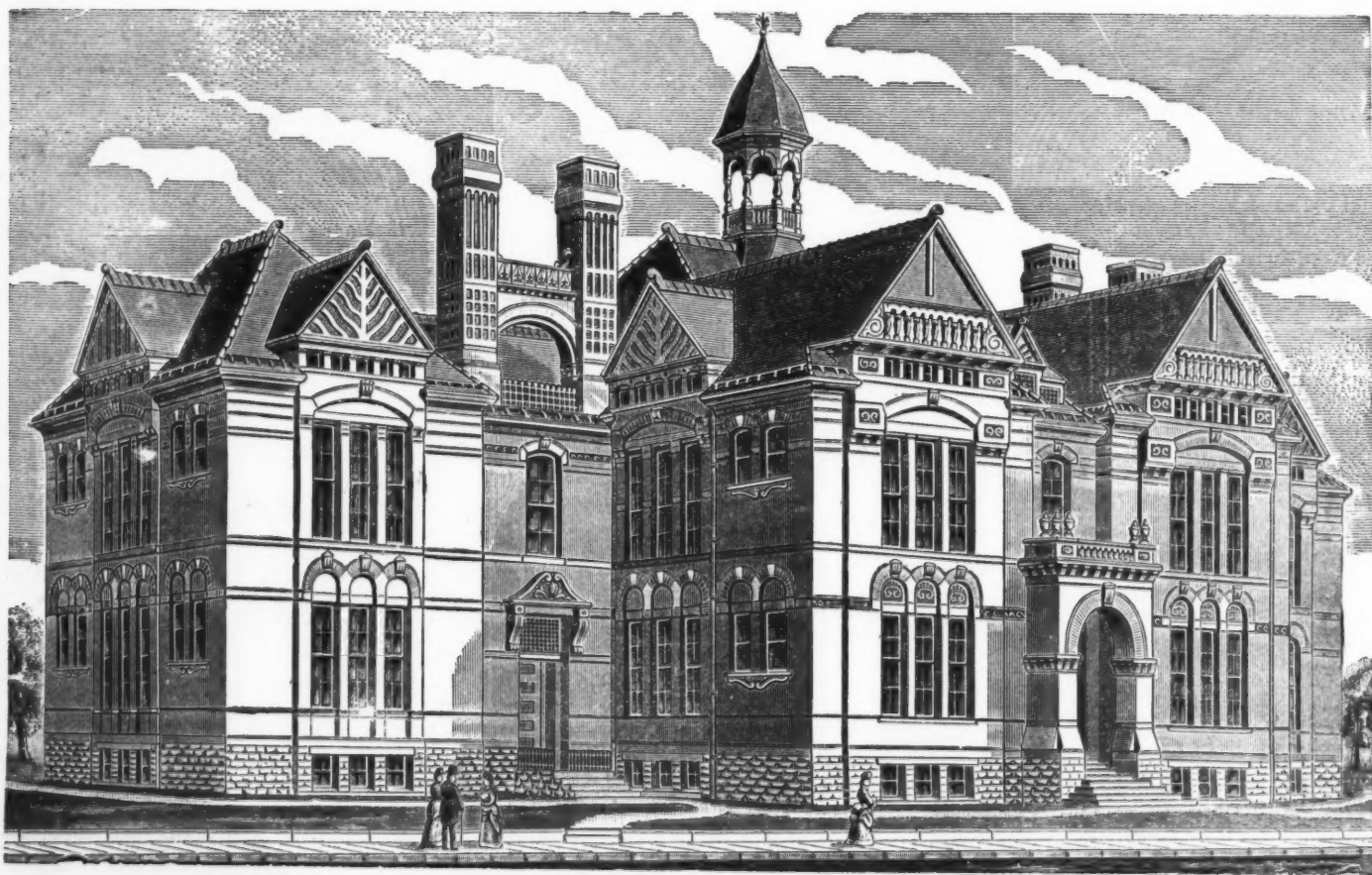
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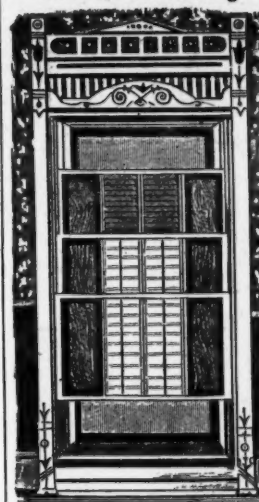
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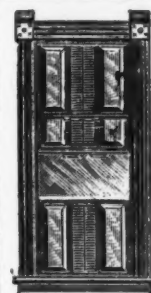
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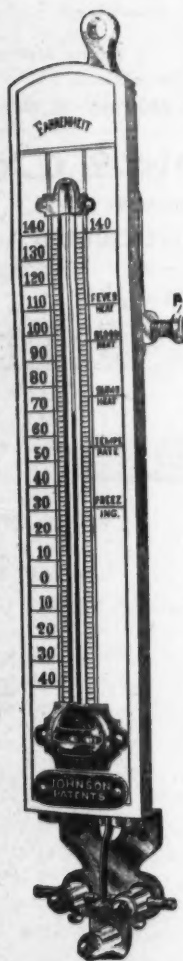
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